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ABSTRACT

This document presents research findings for the first task in the Appalachian Educational Laboratory's Lifelong Learning Program which addresses the adult vocational development process--making the commitment to vocational training. Its focus is the second phase of the research, the phase of problem investigation. Section 1 summarizes procedures and describes development of the two interview guides used in the study (one for enrolled adults and one for students who dropped out after beginning the admissions process), and the interviewer selection and training process. The target group identification and sample selection are then discussed, as well as the field work procedures and data analysis. Section 2 presents results of the interviews with 29 enrolled adults and 13 nonenrolled adults at two research sites. Information provided by males and females and enrollees and nonenrollees are presented separately. Findings are presented by the interview topics covered, including reasons for applying to school, the decision-making process, barriers, people affected by adults' return to school, and educational and vocational plans. Section 3 summarizes those factors perceived by adults in the sample as either facilitating or impeding their commitment to enter vocational training. These factors consist of the personal, situational, or institutional characteristics mentioned by the adults as being related to making the decision as to whether or not to return to school. The final section describes the prioritizing, categorizing, and collapsing of the impeding and facilitating factors generated in the interviews. (Instruments and additional findings are appended.) (YLB)

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# Vocational Development Task No. 1:

# Making the Commitment to Vocational Training

Lifelong Learning Program Technical Report No. 1


Research Sites:

Ashland Community College
Southwest Virginia Community College

Program Consortium Group:

Ashland Community College
Ashland, Kentucky

Hocking Technical College
Nelsonville, Ohio

Parkersburg Community College
Parkersburg, West Virginia

Southern West Virginia Community College
Logan, West Virginia

Southwest Virginia Community College
Richlands, Virginia

Washington Technical College
Marietta, Ohio

Wytheville Community College
Wytheville, Virginia



July 7, 1983

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# INTRODUCTION

Appalachia Educational Laboratory's Lifelong Learning Program addresses the basic problem of assisting adults to participate in vocational-technical training under conditions more favorable for their successful completion and entry into employment or advancement in their career field. This will be accomplished by identifying those individuals and institutional factors related to success and failure of adults in entering vocational training, completing training, and becoming employed. These factors will be used to develop interventions to improve the effectiveness of the region's institutions in meeting adult learning needs.

The framework selected for this research and development is the adult vocational development process, defined in terms of five vocational development tasks:

(1) Making a commitment to vocational training - involves learning about specific vocational preparation opportunities, possessing or developing the prerequisite basic skills, and making a choice of the specific training

(2) Managing learning - involves managing personal responsibilities, scheduling time, and organizing oneself to meet the learning requirements for courses in the initial program of studies.

(3) Developing occupational competence - involves the major part of the training experience during which time the individual integrates the knowledge and skills being learned with values and attitudes related to the area of work or specific occupational goal.

(4) Planning for employment - involves accounting for all relevant factors through planning and developing the employable skills essential to finding employment in an occupation related to training.

(5) Becoming employed - involves employer contact and the negotiating of a mutually satisfying work agreement or achieving occupational advancement based on new qualifications acquired through training.

This document presents the research findings for the first task, Making a Commitment to Vocational Training. The research took place in two phases, a context analysis phase and a problem investigation phase.

The context analysis was an informal research phase in which the principal investigators observed the admissions process and talked informally with administrative staff, instructors, and students at both field sites. The purpose of this phase was to gain a general understanding of adults engaged in Task #1 so that appropriate interview guides and field work strategies could be developed for use in the more formal problem investigation stage.

The remainder of this report focuses on the problem investigation phase of Task #1. The procedures followed and the findings obtained are described. The report ends with a listing of the barriers and supports adults either directly or indirectly referred to in relation to their making a commitment to vocational training.

Interpretations will be made following the discussion of these findings with the Advisory Group at each of the two field sites, and with the Consortium Group composed of seven regional schools. These meetings will take place within the next two months and will focus on verifying the critical factors affecting adult completion of the task, and identifying those factors which would be most responsive to interventions.

## PROCEDURES

This section contains a summary of the procedures followed in conducting the problem investigation state for Vocational Development Task #1, Making the Commitment to Vocational Training. Then development of the interview guide is described, followed by the process used in interviewer selection and training. The target group identification and sample selection are then discussed, followed by the field work procedures and data analysis.

### Interview Guide Development

The interview guide was developed based on information obtained during the context analysis and on recommendations provided by two external consultants. One consultant has expertise in working with rural Appalachian adults, and the other has expertise in qualitative methodology.

A meeting was held in Charleston, West Virginia with the two consultants and two principal investigators to discuss the context analysis findings and establish the domains for the interview guide. Desirable qualifications for the interviewers were also determined.

With the assistance of the qualitative methodology consultant, the principal investigators developed two interview guides, one for use with enrolled students, and the other with students who began the admissions process but dropped out of school. The guides were used during the interviewer training and were pilot tested by the trained interviewers. Subsequently, the guides were revised based on pilot test results and further refinement of the interview domains.

Interviewer Selection and Training

One outcome of the meeting with the two external consultants was a list of the desired characteristics for interviewers. These were:

- one male and one female at each field site
- age in late 20s or 30s
- graduate or previous student at the site
- indigenous to the area
- protective of confidentiality
- ability to relate to people and converse easily
- non-professional
- perceived as self-assured, contented and trustworthy
- dependable
- having reliable transportation
- understanding of research focus
- good listener

Two interviewers were selected at one site by one of the principal investigators after interviewing 10-12 persons recommended by the Student Services Director. At the other school, the Director of Admissions selected the interviewers since the principal investigators were unable to be at the site.

The four interviewers came to Charleston, West Virginia, for two days of training in August. The training was conducted by a qualitative methodology consultant; and the two principal investigators were also present for the training.

The trained interviewers pilot tested the interview guide when they returned to their respective sites.

Target Group Identification and Sample Selection

At school #1, the enrolled target group was identified by first examining registration cards to identify students who:

- were over the age of 20
- were enrolling for the first time
- have freshman status
- have no previous postsecondary education
- were enrolling in at least two classes or for more than four credit hours

Admissions records were then checked to verify the students' status with regard to the above criteria. Sixty-four females and 29 males were identified who met the selection criteria. A random sample of 18 males and 18 females were drawn using a table of random numbers. A list of names of the female sample and their phone numbers were given to the female interviewer and a list of the male names and phone numbers were given to the male interviewer.

During initial screening of the sample in setting up the interview, the female interviewer encountered a number of the sample women who had previous postsecondary vocational education even though this information had not been indicated on their records. Therefore, it was necessary to increase the interview sample by randomly selecting additional females from the target group. Fifteen additional women were selected. Fourteen enrolled females were interviewed, 12 in person and two by telephone. (The two telephone taped interviews were inaudible and had to be dropped from analysis.)

Nine enrolled males were interviewed in person.

Nonenrolled students were identified from admissions records of students who submitted an admissions application to the school, but who failed to

show up for classes. These records were kept in one file drawer in the admissions office.

Of the 73 males who failed to show up for classes, 22% (N=16) met the selection criteria previously stated. Forty-nine percent had previous college experience and 29% were under the age of 20. Of the 166 females who failed to show up, 25% (N=41) met the selection criteria. Fifty-one percent had previous college experience and 23% were under the age of 20.

Although initially a random sample of 15 females was drawn, the entire target group of 41 was made the interview sample because of the interviewer's extreme difficulty in contacting nonenrollees to interview. All 16 men in the target group composed the male interview sample.

In addition to using the institution's records of "no-shows," target non-enrollees also were identified from a list kept of students who came by the school and requested a school catalog from the admissions office. This list was matched with admissions records to identify students who were seeking information by requesting a catalog, but who did not submit an admissions application. Because this student list was only composed of student names, the principal investigators searched through local telephone directories to obtain phone numbers, with minimal success. Those persons for whom phone numbers were obtained were added to the target group.

Seven nonenrolled females and five nonenrolled males were interviewed at school #1. Both interviewers indicated it was extremely difficult to contact the nonenrolled students.

At school #2, a computer printout was obtained of enrolled students who met the selection criteria. Using a table of random numbers, 20 enrolled females and 24 enrolled males were selected for the interview

sample. As with school #1, 25 additional females were randomly selected and added to the sample when the interviewer found that many women who had not indicated postsecondary educational experiences on their admissions records indicated such experience in the initial telephone contact to arrange for the interview.

The nonenrollee target group was identified using a computer printout provided by the school.

Sixteen females were randomly selected for the nonenrollee sample from a target group of 35 females. All 17 nonenrolled males meeting the selection criteria were included as the male interview sample.

The female interviewer was given the list of female students and the male interviewer was given the list of male students to interview.

Ten enrolled females and two nonenrolled females were interviewed. The interviewer indicated she had extreme difficulty in contacting the nonenrolled sample.

The male interviewer, although indicating he would complete the interviews when monitored, failed to complete any of them.

Field Work Procedures

The trained interviewers initially contacted sample individuals by phone. A General Instructions for Initial Telephone Contacts form (see Appendix C) and guide for Telephone Contact for Students Enrolled (see Appendix D) and Students Not Enrolled (see Appendix E) were followed by the interviewers in contacting the individuals. This initial contact provided an opportunity to confirm that the sample individuals met the selection criteria and to arrange a time and place for the interviews.

Interviews were conducted in person by a same-sex interviewer at each school and all interviews were audiotaped. Because of the extreme difficulty

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in arranging for a convenient time for two of the individuals to meet, one interviewer conducted the two interviews by phone.

It should also be noted that although the original research design called for interviews to be completed during the first two weeks of classes, this time frame did not prove feasible because:

- late registration allowed students to enroll during this period
- there was a delay in receiving computer printouts of enrolled students
- interviewers experienced much more difficulty in contacting students and arranging interviews than had been anticipated.

Since the principal investigators thought it was more important to obtain the interview data than to stay within a rigid field work time period, the interview period was extended to include most of the Fall Quarter. The major drawback to this extension is that the individuals interviewed later in the quarter were for the most part, no longer directly experiencing Vocational Development Task #1 and were responding to some of the interview questions retrospectively.

After each interview was completed, the interviewee was asked to complete a Background Information Sheet (see Appendix F) to provide demographic data; and the interviewer completed an Interview Summary (see Appendix G) to provide information relative to the appropriateness of the individual for the study, any difficulties the interviewees had in responding and their candor, any extraneous variables which may have influenced the interview, and any comments interviewees made after the interview. Also on this form, the interviewers were asked to rate the interviewees responses in terms of the design for the study. This task was developed to keep focusing the interviewer on the research purpose and design.

## Data Analysis

All of the interview tapes were transcribed verbatim. Responses to each interview question were than summarized for each interviewee by one of the principal investigators using the typed transcript. Then responses to each question were examined across all interviewees. This analysis is presented in the results section which follows.

## RESULTS

This section presents the results of the interviews with the 29 enrolled adults and 13 nonenrolled adults at the two research sites. Information provided by males and females, and enrollees and nonenrollees are presented separately. Only in those instances where remarks were directed at the particular institution are responses separated by school. This was an infrequent occurrence.

Since the male interviewer at school #2 failed to complete any interviews, all of the male information comes from school #1.

The interview findings are presented by the interview topics which were covered in the interview guide. Enrollee and nonenrollee responses are presented consecutively in all cases where the interview questions asked were the same or similar.

Reason Applied

Enrolled Males (N=9) - The most common reason given for applying is that the community college is convenient for them. Seven of the nine men referred to the school's convenience in their responses; and two further explained their plans to transfer to a four-year institution in the future. Two others explained the convenience as enabling them to keep their jobs and attend school, too. Another male explained it was convenient because his wife works and he's coming through Vocational Rehabilitation because of a job injury which prevents his returning to heavy labor.

Three men gave more direct employment related responses: one wants to improve his job knowledge, one wants training so he can find a job, and the other wants a better future than cleaning air conditioners, which he has done for the past nine years.

One male also indicated that besides being convenient, the school was accredited, and he later added that it's being "cheap" played a part in his decision to apply.

Enrolled Females (N=20) - Eleven females referred to the convenience of the school in their responses. Four of them referred to the school as being the closest one to them. One woman indicated it was convenient because her son was also attending. Another said that in addition to being the closest school, it was the cheapest.

Five women referred to employment in their responses to why they applied. One said she always wanted to come back and learn a trade; one applied so that she could get a job as a RN; two are interested in becoming secretaries and one said she couldn't type fast enough; and one hopes to advance in her job.

Three females referred to desired programs in explaining why they applied. One said she wanted to come back to school in nursing; she tried the vocational

school but "they don't have any openings for three years." One woman said she applied because the school had the program she wanted, and the other woman is hoping to get into a radiology program elsewhere and is taking a few courses to increase her chances for being admitted.

Six females referred to more intrinsic reasons for applying. One woman is returning for her self-esteem; she wants to set an example for her children and wants them to be proud of her. Another mentioned her children were through school and her mind was "going stale." She thought returning to school would be a good way to "keep her mind functioning." Two women mentioned they wanted to further their education, and one woman said she wanted something new.

One female said she applied because a friend was coming to register, asked her if she was interested and she was.

Nonenrolled Males (N=5) - Three men gave employment related reasons for applying. One wanted to take a few classes in management because he wants to start his own business; one wants to start a career and have something better than working with signs and body work; and the other male said he has no trade and wants a degree so he can get a good job making "good money."

One man said he applied because he wants a better education. He has wanted to return for years, but this is the best opportunity he's had.

Another man indicated he applied because, in addition to being convenient, the school is nice looking, he likes the way it is set up, and he's heard there are lots of nice professors.

Nonenrolled females (N=8) - Five women included employment-related reasons in their explanations of why they applied. One woman was laid off, so it was a "good time to get some education." She thought she'd like to get involved in real estate. Another woman talked about how hard it is

for two people on welfare -- "can't live on $162 a month" -- and wants to find a career. Another woman has been unable to find work and returned to school to get a trade. She thought some type of education would make it easier. She's done menial work all her life and there's no future in it. She says she will go back to school even if she has to pay for it herself. She adds that she's not getting anywhere where she is now. This same woman, later in the interview, mentioned that she really wanted to attend vocational school in cosmetology, but no one would fund her. She further added she has a young son and she's planning his future, too. Another woman wanted to take courses to pass the real estate exam; she has a prospective employer who will help her get into training and into employment once she gets her license. The fifth student stating employment reasons said she wanted to take a few extra computer classes to help her at work, but found that if you go into the program (computer science) you have to get a degree. Later in the interview, she clarifies this statement saying the courses she wanted had prerequisites she had not taken and she was not interested in taking them.

Three females mentioned applying because of the school's convenience. One female had also given employment related reasons, another only referred to the school's being close to her home, and the third woman said the school also offered the program she wanted (nursing). She had completed 1½ years of nursing training 30 years ago but had to quit for health reasons and now wants to finish the program. She also explained she liked the surroundings at school and applying "seemed like a good idea at the time."

One female referred solely to circumstances allowing her return. Her children had started to school so she thought it was time to come back herself.

Individuals Spoken to About Going

Enrolled Males (N=9) - Four males initially said they didn't talk to anyone, but two of the four went on to mention someone; one mentioned his family thought it was a good idea in the long run and that his sister-in-law went through the nursing program and liked it; and the other said a counselor told him about the programs but he made up his mind what he would go into. One male said that even though his wife went to the school he didn't talk to her about it. He said he knew about the college from living in the area.

Three other men also mentioned talking to family members, and all said family members supported their decision to attend. One of the men also talked to workmates, all of whom are older than he and who wished they could return too, but couldn't find the time. The other two men talked to a counselor in addition to family members. One male said the counselor told him the "different things" offered and the other man said he only talked to the counselor for about five minutes and the counselor "kind of pushed him into it."

One male talked to a rehabilitation counselor who suggested he attend the community college, and to a counselor at the school whom the respondent wished could have spent more time with him. Another male talked only to a vocational counselor who gave him ideas about what school to attend.

Enrolled Females (N=20) - Four women said they didn't talk to anyone about attending. One explained she made up her mind several years ago that she would continue when she could. It was a matter of finding time to start. Another woman said she didn't talk to anyone; a boy at church mentioned it and the idea "just clicked." One woman said she decided what she had to do. Having lived in the area for two years and have stayed at home, she now wants to contribute to her family. Another woman said that she knew people who had

attended, but nobody told her to go. She decided herself--just came over and enrolled.

Seven women talked to family members about returning. One woman's husband opposed her return, the other six women reported family encouragement. One female talked to her boy friend and children to see if a compatible schedule could be worked out. Two talked to their husbands, one talked to her daughter-in-law, and one talked to her parents. All were encouraging. Another woman's sister asked her to take classes to become a nurse. One woman talked to her brother who had attended for two years, received his two year degree, and transferred to a four-year university where he graduated with a bachelor's degree. He had enjoyed school. Another woman said her two daughters had attended the school and they encouraged her.

In addition to talking to family members, all but one of the seven females talked to at least one other person. One woman obtained information about requirements by talking to someone in the registrar's office. Two women talked with friends who were encouraging; one said friends who took the nuring program said the program was good and worth it.

Five women talked to a counselor in addition to talking with family members. One said the counselor was very informative and added that now was the right time to return in terms of her "personal growth." Whether this idea stems from her meeting with the counselor is not known. One woman said she talked with a financial aid counselor who told her to talk with an advisor about getting three day class schedules since she lives so far away. Another said the counselor advised her on what courses to take. One woman tried to see a counselor the day before classes started, he asked her to come back another time and he would talk to her again. The only woman whose husband opposed her return said she also talked with one of the school counselors, but she provided no information about what s/he talked about.

Three women who did not talk to family members did talk with a counselor. One woman talked with a counselor and a nursing instructor who told her how hard that program is. Another woman indicated that although she decided on her own to attend, she talked to a counselor who encouraged her to enroll and helped her decide what she wanted to take. One woman said the counselor helped her get admitted. She added that a friend also encouraged her. She was in the nursing field for five years, and then was hospitalized for 12 days. Because of her illness, she realized she needed to do something else.

Three women said they talked to people at work about returning, but all three had also talked with others, two with family members and one with a friend. One female said a workmate had returned at age 30 and told her what it would be like as a returning adult. One woman talked to a workmate who is also enrolled. She added that she also knew some of the professors. The third woman said people at work and her friends encouraged her to attend.

One woman talked only with a friend in the nursing program. She told her all about the program.

Another woman said the only person she talked to was two years ago when she talked with someone about taking classes at night. She said she was working at the time and it was winter which is not a good time to start. She added that she never got started.

One female said her neighbor recommended the school. S/he told her it had a good reputation. This woman also said she talked with "people" at the school after she registered. She said she received a lot of encouragement to attend.

Thirteen of the 20 enrolled females talked to either a family member, neighbor, or friend about returning to school. Of the remaining seven, four talked to no one, one talked with someone at the school two years ago, and two talked with a counselor (one also talked with a nursing instructor).

Nonenrolled Males (N=5) - Two men said they didn't talk to anyone about returning, but one added that he talked to his wife and she encouraged him. He just moved here from Texas and knows no one.

One other man also talked with his wife. She had attended the school for a year and liked it. He also talked with friends who liked the school and learned a lot, and with a counselor who suggested for him to take the move in the direction he wanted to go.

Another male said "everybody said it was decent." He talked briefly to people at the college. They gave him "the runaround" and acted like they didn't care about him.

The other male wanted to see a counselor at the school, but was not successful. When he came in July he asked for an appointment to see a counselor. When he came on the date they gave him, "the whole freshman class" was enrolling and he had no one to talk to. He said he talked with vocational rehabilitation and they had him get a medical exam. He further stated that he only talked to admissions people at the school and they told him he could apply for grants. He pursued VR instead because they would pay for his books, too.

Nonenrolled Females (N=8) - Three females talked to family members about returning to school. One woman talked with her mother who thought it was a good idea. She also talked with friends. Another woman said her family talked her into going. A friend told her about the Displaced Homemaker Program. She went to the Displaced Homemaker office and they helped her apply for a grant. She is now in their program.

Another woman talked to her sister who attends and that's why she applied. She added that a friend went with her to apply, but didn't enroll.

Two women talked with counselors about enrolling. One female said her mental health counselor suggested she return through vocational rehabilitation. The other woman said she talked to a counselor who helped her decide on a major she might like. She said she also talked to an academic advisor once and to "other people" who said the school was easy to get to and they really liked it.

One female indicated she only talked to a friend who told her about classes. Another woman talked to a girl at work who had enrolled in class and told her it was easy. She also talked with an instructor who signed her up for the classes she wanted.

The remaining female said she "knows people who attend." She read an article in the newspaper about a friend who came back to school. She said she had thought that when you were out of school a long time you couldn't go back. She started thinking of what she would do if she had to make a living on her own.

What Finally Made Them Decide to Apply

Enrolled Male (N=9 - Five males mentioned employment related reasons in their responses to what finally made them decide to apply. One man said the "main point" is advancing at work. He felt like his time was running out. GI benefits close out in five years and his work doesn't pay that well, although he said the pay is better than average.

Another man explained he spent most of his life in sales and considers himself too intelligent to spend the rest of his life that way, and he added he was making too little money. One man said he couldn't find a decent job, and another said he knew he needed some training to find a job. He said he came to see if there was anything he liked.

The remaining male who gave employment related reasons said he wants a better and higher education and a better job. He said this was a good opportunity to come back. He also said school never was his strong point, and that he eventually wants to marry so he wants his education behind him.

One male said he finally decided to apply because the school was closest to his home. Later in the interview he mentioned having difficulty with English at work.

Another man gave cost and his desire to transfer to a four-year university as reasons for finally deciding to apply. He added that his parents wanted him to go right after high school, but he didn't know what he wanted then so he went into the service. Now he says he has a "pretty good idea" of what he wants and he's learning more now than if he had come right out of high school.

One man said his alternatives were to go to college, trade school, or "end up working at MacDonalds." He explained he didn't come right out of high school for fear he couldn't handle it. He feels he can handle it now.

The remaining male said he applied because he "had to start sometime." He said he's wanted to return since high school but he couldn't afford it. He added that the school was convenient for him.

Enrolled Females (N=20) - Eight females gave employment related reasons in their responses to what finally made them decide to apply. One woman's husband was laid off and she wants to be able to provide for the family if he can't. She said the more she thought about it, the more excited she got.

Another woman explained she had worked on and off for ten years and she can't advance any further in her job. She said she wanted a career that was financially and emotionally satisfying to fall back on. She said

when you hit 30, you need to do something -- "lose weight, have a kid, or go to school or something." She added the economy was another reason she decided to apply.

Another female said she was laid off and would have plenty of study time. For seven years she's been trying to survive. Being divorced with children, she's been trying to make ends meet. Now she has a chance to return.

A second woman mentioned the economy in her response. She referred to the "coal mines shutting down everywhere" and explained she has two children and must have money coming in. All the people she went to for jobs always asked how much education she had and she always had to leave a lot blank. Having applied for many jobs, she found that any training which was beyond her tenth grade education would have helped.

Another woman providing employment-related reasons said the only job she could find was at MacDonalds and she didn't want that. She finally decided she wanted to do something with her life. Three other women also referred to the need for more education to get a job. One said she wants to work but doesn't have skills so she decided to come back and learn a skill to enable her to work; one said there are no jobs "out there" and she knew she had to get a degree; and the third said she doesn't want to be a waitress the rest of her life.

Seven women referred to internal reasons for finally deciding to return. One said she finally decided she wanted to do something with her life; another said it was just something she really wanted to do; and another said she has her own life and just decided to go for herself. One woman explained she had been married two or three times, her children are grown and this is "the last time around." She entered the Displaced Homemaker

Program and that's what ultimately made her decide to attend. Another female said she wanted to come back years ago, but she lacked the self-esteem and respect to do it. Another had difficulty articulating her reason, but finally said she needed to build self-confidence and see if she could handle school. And the remaining female said she wanted to prove to herself that she could do it. She has wanted to return since high school, but she never had the means or the "push."

One woman said she finally decided to apply because "the location was good." Another explained the need for two incomes as what finally made her decide. She added that it's hard for one person to make it.

One female described her having to quit her night job when her husband went to Denver and could no longer baby sit in the evenings. Subsequently, she decided to return to school. Another woman said she returned to school part-time because of the age of her young children. She also added that her friends like the school. One woman said the main reason she applied was because she knew someone enrolled. She admits having considered returning before, but she didn't know about financial aid then and the school is so far from her home.

Like the five women already described who included child concerns in their reasons for finally applying, one woman said her children are through school now so she can return. She admitted wanting to return for years but kept putting it off.

The only other reason given by an enrolled female for finally deciding to return was that she really doesn't know why; she just decided she wanted to go into nursing. Never having been encouraged by her family before, she says she didn't know what she wanted to do.

Nonenrolled Males (N=5) - Two men referred to employment reasons for finally deciding to apply; one man said you can't get a good job without a degree, and the other said he wan't satisfied with the work he was doing and he wants to get started in a good career. Another male said he returned because of the opportunity being there, to get an education, and because he wants more money coming in.

One man said he finally applied because of the location, and the fifth male was not asked the question.

Nonenrolled Females (N=8) - Half of the nonenrolled females gave internal reasons for finally applying. One woman's reason was boredom. She explained that her children were through college, her husband was involved in his activities and she wanted to do something for herself. She said you get down on yourself and feel dull after so long a time. The family is out of financial obligations. Her husband had to retire from the service early so his retirement income is less and he could find no comparable job so his salary less. She needs to prepare for the future in case something happens to him. She adds that she wants to contribute something and she doesn't have enough to do at home.

Another woman expressed similar feelings saying she applied because she was tired of sitting home all the time. She says she wants to do something with her life. Since her separation it's not good to sit around and do nothing. And another female said she thought returning would be a good step for her.

One female said that for a long time she thought she was too old to return, but she thought school would better her. She added that "jobs are so hard to find."

Two women gave more clear employment related reasons for finally deciding to apply. One explained she wants to eventually get off welfare

and get a job. She said she talked with a "lady at Secretary I" and she said she could get into the program. The other female explained she currently works on a computer at her job and she wants to know more than just programming. She wants knowledge about running the computer.

One woman said she wanted to go to the school because it is convenient for her. And the last reason given by a nonenrolled female for finally applying was "if you're gonna do it, you just have to do it."

Difficulties or Concerns with Admissions Process

Enrolled Males (N=9) - Six males said they had no difficulty with the admissions process. One said it was easier than he thought, he expected "lots of hassles." Another male also said the setup was easy.

Two men expressed fears about coming back. One said he was afraid because he didn't know what to expect. The other said he was scared because "it was like being in first grade again." He was scared he'd be "the only bald one," that people would laugh because he can't remember like he used to.

Two males were critical of the admissions process. One likened it to an assembly line. He asked questions and people acted like he should know the process. The process is vague. He says you get to a registration station and staff look at you like, "why are you here." The other male said the admissions process is very complicated and the paperwork drove him crazy. He said there is too much paperwork and too little time to fill it all in. He added he felt lucky the staff told him what to do.

Two of the males did not take the ACT/Career Planning and Placement Test. One said he missed the deadline to take it, the other said he didn't have time, but both plan to take it in the future.

Only two males knew their ACT/CPP results. One said his estimated ACT range was 15-22. He added that a counselor said that score was above average. He said he did well in the fields he thought he would. The counselor told him his mechanical reasoning score was as high as he had seen, but the respondent wasn't surprised because he works in mechanical electronics.

The other male gave his estimated ACT/CPP of 16-23 and he thought he did well.

One male said he took all three tests, ACT/CPP, math, and reading. He didn't get any results back, but "knows" he did poorly.

None of the five other men who said they took the math test felt they did well on it. One man said he did worse than he realized; another said he thinks he needs the review. Another man also said his math results showed he needed a refresher course. One man said he never had algebra so he doesn't think he did well on the test, and another man just indicated that he did poorly and is enrolled in a pass-fail math class.

Four men mentioned taking the reading test. Two thought they did well on the test, one man indicating he thought he had improved since high school. The two other men did not know their scores, but one said he knew he did poorly, and the other said he was placed in English 101 (the beginning English class).

Eight of the men attended orientation and one did not, saying it took too much time. He did attend a half hour briefing before class, but he said it wasn't helpful explaining it was all "ifs, ands, and buts." He says he has common sense.

Of the eight men who attended orientation, one said it was not helpful. He expected to be shown what school was all about and he just took tests.

He said he didn't even know where the library was; he assumed it was on the ground floor and it took him 15 minutes to find it. Another man said he didn't get a lot out of orientation; he didn't understand it all and felt it was to compressed.

The other seven men indicated ways in which orientation was helpful. Three mentioned it was helpful in getting them placed in appropriate level classes. Another said it was helpful because he knew nothing about the college, not even what a credit was; and one man mentioned it showed which skills you needed to "brush up on." One man said taking the ACT and giving an outlook of what was ahead was helpful, and another indicated orientation helped him with general information like adding a class.

Enrolled Females (N=20) - Thirteen of the enrolled females said they had no difficulty with the admissions process. The seven women who had difficulties provided the following reasons: there was "an awful lot of red tape" which was annoying; it was confusing and you didn't know what to expect; the strangeness of it and confusion, it was all so new to her and others seemed to know what to do; doubts about whether she could return after 22 years; the cost of it all, $300 in tuition and books; not being able to understand it; being "scared to death."

School #1 administers the ACT/CPP, a reading test (Nelson-Denney), and a math placement test (developed locally). Eight of the 11 females at school #1 took the CPP. Five women had received their scores. One said she received an overall ACT of 16 and 20 on the math, another scored 12.5 and plans to retake it to try to obtain the nursing criterion score of 17. One female took the test twice and scored a 10 and 11, and she plans to take it again. She thinks the test is "ridiculous" and doesn't show what she knows. She says she read in the paper that they were trying to "disband

it." The two other women who received their results did not provide the scores. One said she did "fine" and the other said her score was high and she was not asked to take any remedial classes or take any other tests. She guesses it's because her scores were high.

Of the three who had not received their CPP scores, two women said they thought it was fairly easy; the other said she knows she would have done better if she had had her glasses changed because she needs new ones.

Five of the females said they took the reading and math tests. One woman said she scored 12 on the math and 9 on the reading so she thinks she did okay. Another woman said she did fine on both tests; and although she didn't do "great" on the math, she wasn't surprised because she's been out of school so long. Another lady referred to her math score (in addition to CPP scores) and said she felt she should have done better than her borderline score of 9.

Another female said she did okay on the tests except for the algebra, and she did very badly on that. The fifth woman also didn't think she did well on the math.

One woman said she is a nondegree student so she didn't have to take any of the tests.

Nine females at school #1 attended orientation, and four indicated it was helpful. One woman said it was helpful but she's forgotten what it was about; another said it was helpful because it helped her know what to expect. One female said they gave information on little things you need to know and another commented it showed her as needing improvement and gave her a better idea of strengths and weaknesses.

Five females gave critical comments of orientation. One woman said it was long and she didn't know what to expect, and another said she could have

done just as well without it. She heard others saying it was confusing. One woman commented on the nursing orientation, saying it was overwhelming when you've been out of school a while. They told her what to expect, but they give so much information she started doubting herself, "Do I think I can do this? Is this going to be too much for me? Have I bit off more than I can chew?" At registration she asked an instructor if she thought she was crazy, and the instructor told her it was a lot of work, but she could do it if she applied herself.

One woman said she didn't get anything out of it and another said orientation was not helpful. There was no sense in it, it was very boring and information given was not helpful.

School #2 administers the Comparative Guidance and Placement (CGP) test. Four of the nine females at school #2 said they took the CGP. One woman said she had taken the GED and passed and would be taking the CGP in the future. Three females said no one recommended that they take the CGP, and another said she was encouraged to take the GED after passing the preliminary GED test.

Of the four women who took the CGP, one said she would find out how she did later that week; one thought she did well on the English and reading sections, but would score low on the math because she didn't have much algebra in school; one said she did "good," and the other gave no response about how well she did.

Six women at school #2 attended orientation. One said in some ways it was helpful and some not and added that it just informed her of different activities. The other five women found orientation helpful. Four referred to getting to know who staff were as being helpful, although one said she really didn't care for the orientation. She also added that she learned

how to compute grades. Another said she learned who to go to with problems.

The sixth woman said she learned rules and regulations. They told her school would be difficult at first but that pieces would fall into place. She said that comment was helpful to hear because she was very confused at first.

Nonenrolled Males (N=5) - Two males completed the entire admissions process and enrolled before dropping out, one completed orientation, one began registration, and the other male was not asked the question.

One male dropped after going to the first part of orientation before taking the tests. He says he needed to go to the library and "brush up on things." He said he didn't want to get in over his head. He's been out of school 32 years and says he needed to catch up with his kids.

Another male filled out the application and took the initial test. He did not go through orientation. He had hoped to attend this quarter, but it was two weeks before classes began and he couldn't get the paperwork through Vocational Rehabilitation in time to get his money to attend. He plans to enroll next semester.

One man began the registration process and became so upset with the way it was handled that he left and enrolled in another institution an hour away and paying out-of-state tuition. He said when he came he was sent to the information counter and they "threw out" papers for him to sign. Then they told him to try to find a teacher about scheduling. He had to find scheduling out on his own. He said it was a big runaround. He had no cooperation at all and the college was new to him so he decided not to go. He said no one would tell him or show him where to go. He was lost and no one would help and he had told them he was new to college.

One of the males who completed the admissions process said he saw a counselor who helped him select courses to move in the direction he wanted to go. None of the other males saw a counselor, although the other male who completed the admissions process saw an academic advisor who helped him select classes. This same male said he was slow in reading and was told an additional class would help him. He said he did well in it and can read faster now.

Nonenrolled Females (N=8) - Six of the eight females completed the entire admissions process before dropping out. One woman did not go through registration, and the other stopped short of paying tuition and taking the CGP.

No one said anything about the application process contributing to their decision not to attend. One woman said she didn't understand a few things but a friend explained them to her, and another said the process was long and drawn out with so many steps you had to go through.

The five women who participated in registration said nothing about the process contributed to their decision not to attend. One woman said it was a little confusing, and another said it was difficult and she didn't enjoy a lot of it. She said it was a lot of confusion and unnecessary waiting. You didn't know where they wanted you to go. She came in for registration, and they sent her to orientation where she had two unexpected tests.

Five of the nonenrolled females did not attend orientation. One woman attended the short evening orientation at night. She said it wasn't helpful and was geared for full-time students, not someone enrolling for one class.

Another woman said she didn't understand what they said regarding class hours, etc.

One woman commented the tests were unexpected. She had already taken the CPP, so she had the math and reading tests. She said the math test was mostly algebra which she hasn't had since high school. She said she is good in math but the algebra upset her. Overall this woman thought orientation was helpful although it was mostly telling you where to park. She felt it was mostly for high school students and mostly high school students were in it. She didn't think it was necessary for nontraditional students because most of it was common sense. She added that the reading test was very difficult, particularly when it was given early in the morning when you weren't expecting it.

Four women talked to a counselor or academic advisor during the admissions process. One woman, however, indicated she talked to a counselor after she withdrew. They were trying to switch her to another class, but she had arranged her personal time for a particular class and there was no way she could go into another this term. She said they tried to get her into prerequisite classes so she could take computer science next term, but she only wants to learn to input data, not to program or other things.

One female said the counselor went over her CPP results and said she didn't do well enough to go for the program she wanted, and they explained different classes to her. Another woman just said the counselor she saw was very helpful, and another said she saw an academic advisor who thought she would do well and she is confident she will, too.

One woman said she talked to "someone" who told her options for real estate, and she really didn't like them. Another woman indicated the only time she talked with anyone was while filling out her schedule.

Two females indicated having difficulty identifying their academic advisor. One woman said she didn't know who it was going to be, and found out when she filled out her schedule. She added that her advisor seemed

ill at ease. Another woman said she had trouble finding her advisor because she wasn't familiar with the college. She didn't know anyone. Her advisor helped her decide what courses to take and what direction to go.

Although four other females said they had no difficulty identifying their advisors, they did provide the following comments. The advisor just signed her up and was "real nice;" saw an advisor to find out what she needed to get her real estate license, but she didn't find out exactly what was needed; went to advisor to withdraw and she tried to get her into another class and encouraged her to stay in school; talked to lots of people and isn't sure why she saw an advisor because she didn't learn a whole lot. She already knew what she was going to have to take because she had talked with Displaced Homemaker staff three or four times and had received information from them.

Two females said they took the orientation tests (CPP). One said she did badly on them. She got eight of ten arithmetic problems correct, but only one of the algebra problems. The counselor suggested she take a course in remedial math and this really frustrated her because she feels competent in math, but frustrated by algebra. The other woman said she had to take the CPP and was scared. She feared not doing well and not getting in. She thought she had been out of school so long that she had forgotten a lot, but she found out she was fairly good in math. She added that she got D's in math in high school.

One other woman reported being advised to take an additional class. She said she had to take advanced reading and that may be part of the reason why she dropped out. She said she didn't know she had to take it. Besides her English class, the only time she could take the reading class was at night. To take both classes, she would have to come to school twice on Thursdays.

Where You See Yourself Five Years From Now

Enrolled Males (N=9) - Three males cited specific occupations in which they hoped to be working five years from now. One man hoped to be a computer programmer in the area at a steel mill or oil refinery. He says this community college will "lay the ground work" and then he'll transfer to a four-year institution. Another male also indicated he hoped to be working as a computer programmer, or analyst, with a Bachelor's degree in computer science. Currently he's taking general courses and will get all his math and physics here so when he transfers he can finish in 18 months. The third male hopes to be an electrical engineer and a part-time student working towards his Master's degree. The courses he's taking at school #1 will help him transfer.

Three men mentioned fields they hoped to be working in but didn't cite specific occupations. One said he hoped to have "at least" a bachelor's degree and be in computers. He plans to transfer to a four-year university after two years at school #1. Another male said he didn't know at first, then said he wanted to be working in computers or astronomy. If he goes into computers, he says he'll go into the computer science field but he's waiting to see how he does in math. The third male said he hopes to be still working in computers and electronics. He hopes to remain with the phone company where he works now. He thinks the phone company is not very stable although the communications industry is last to be affected by the economic squeeze. He plans to major in Business, but will take all he can in computers and data processing so he can fall back on computer repair or data processing if he has to.

One man said he hoped to have a full-time, good job and have two years of college. Currently, he's an accounts representative and he has trouble

writing letters and "stuff like that." He added that he needs to get back to school and learn more.

Another man said he's undecided and is just trying to find out what he likes, and the last male said he hoped to graduate with a degree from a four-year university. He said he's paying for his entire college so he has to work. He's taking some courses part-time at school #1 to save money for two years, then he hopes to transfer to the university and not have to worry about money.

Enrolled Females (N=20) - Fourteen females referred to specific occupations in which they hope to be working five years from now. Six of the women hope to be working as nurses, and one of them said she eventually may get a B.S. degree. Four women want to be working as secretaries, or a court stenographer according to one.

One woman hopes to be working as an accountant, one says she'll probably be still working at her present job. She's going to school to get a certificate she needs. Another woman wants to coordinate women's programs for the Post Office, and still another hopes to be working as a mechanical engineer in office design and buildings for the local steel mill.

Five women referred to preferred fields in which they hope to be in five years. One hopes to have completed the architectural program and be back in school obtaining a B.S. degree; one hopes to be working in the computer field; another hopes to be working and maybe still going to school in nursing; and still another wants to be working in a hospital.

One woman hopes to have completed the radiology or nursing program and be in some kind of job.

One woman said she's not sure where she will be in five years. She says she will choose some goals and get married. Although she hopes to get training to get a job, she's not sure if she'll be working. If she has young children, she won't.

Nonenrolled Males (N=5) - One male gave a specific occupation in which he hoped to be in five years, and that was "teaching, helping someone else." Another man said he hoped to be in business and was currently enrolled in a business college to get a "better aspect of going into business" and more knowledge.

One man said he hoped to be either working for a local oil refinery or attending school. He said if he can't find a suitable job, he will return to school.

Two men said they really didn't know where they'd be in five years; one added he hoped to be working and the other said he'd probably have a good job, maybe in a hospital or something like that.

Nonenrolled Females (N=8) - Two females cited specific occupations in which they hope to be working in five years. One hopes to be selling homes and "maybe eventually" going into her own real estate business, and the other wants to still be in her same job (welding) because the money is good. She added that her interest in real estate is for the future when her husband retires. Her husband is older than she and could retire 19 years before she does. If something happens and she's alone, she would continue welding; but she doesn't know how long she could weld because she's a female. She likes to be diversified because the economy is so unpredictable and she has no security at her current job.

Four other women said they hope to be working, but they didn't specify a particular occupation. One wants to work with a computer company; one wants to finish school and have a decent paying job; one hopes to have a job and her own place, but she says she can't speculate that far into the future; and the other woman also wants to finish school and go to work and adds that she might work in a nursing home. She said she wanted to accomplish having something she could do well and at which she could earn a good living.

Two women didn't know where they saw themselves in five years. One said she had no idea whatsoever, that it depends on whether she can go back to college. The other woman said she didn't know, but if nothing happens she'll probably "still be here with her family." She said she'd like to think she'd have an education and a career.

Program of Interest and What Made Them Decide on That Program

Enrolled Males (N=9) - Four males said they are interested in computer science, three of whom said they chose the program because of the future. One explained that if you want to work in the future, you will have to have at least a basic knowledge of computers. He said he'd been interested in the field for years, ever "since 'Lost In Space' came on TV." Another male explained everything seems to be going in the direction of computers, but there is a lack of technicians. He thinks it's a wide open field and has been interested in the field for the last year. The third male says there is more future in it than other programs and he thinks computers will be interesting. He has been interested in computers for a couple of years since all the publicity came out.

The fourth male interested in computer science decided on the program because of the math subject content and the job opportunity. He said he has been interested in the field since high school.

One male said he is interested in the electrical engineering program because "electronics and stuff like that" have been his hobby. He has been interested in this area since he was a child. Another male is interested in the Business Administration program because he likes his current job and his employer will pay for his education if it's job related. He has been interested in this field for four-five years.

Although he registered for the Business program, he's really interested in data processing. He said he didn't major in computer science because of all the math. He said it would take too much time. He added that he deals with business in his job.

The other two enrolled males are undecided about a program of interest. One of these men said he's been out of school for seven years and he's unsure of the relationship between the programs and jobs he could get. Later in the interview this male said he was interested in computer science or atronomy or "I don't know what it's called," referring to geology. Then he added he "may dump" the whole idea next week.

Enrolled Females (N=20) - Eight females said they are interested in the nursing program, and five indicated they had some nursing-related experience. Two said they had been candy stripers, and one of them said she did not like it. After being out a while she said she decided she'd like to settle on one phase of nursing. She's been interested in this for about eight years. The other woman loved her candy striper experience. She said nursing was her life interest. She explained that her mother is a nurse's aide and makes very little money. She accompanies her mom to the nursing home where she works and talks with the people there. She says she gets along well with them.

One woman said she has been interested in nursing since childhood. She took secretarial training and disliked it and began LPN training and knew she wanted nursing. She explained not being able to complete the LPN training because her husband was transferred. She said she always tried to find jobs in medical offices wherever they moved (her husband was in the military).

One woman described taking care of her parents before they died. She wanted to do more for them, but she didn't know what to do. She says she wants to be trained for the next time something like that happens. She says her nursing interest is long term, for at least ten years. She added that she has no one to leave her kids with so she didn't push returning to school.

Another woman says she worked in a nursing home and liked it. She says she was a good keypunch operator but she didn't like sitting all day. She has been interested in nursing for about three years.

Two women said they are really interested in psychology, but it requires too much education. One said she chose nursing because it's a two-year course, has good pay, and you can pick the hours you want and the field you want to go into. She added she's always liked nursing. The other woman said she wants to help troubled kids. She says she's been interested in nursing since she was a kid. She wants to help people and she finds "blood and guts" fascinating.

One woman said she's always leaned toward nursing, but she married right out of high school and had children. Her children are now in school so she can return.

One other female expressed interest in a medical program: radiology. She says she has always been interested in the medical field. She wanted a short training program so that she could go right into the job market. She says she has been interested for three years.

Four women said they were interested in clerk typist or secretarial programs. The two women interested in clerk typist plan to move into the secretarial program. One said she plans to go into the secretarial program as soon as she gets her GED because she wants to be a secretary. She said

she's been interested in this for six months to a year. The other woman said she wants to work in an office and be a receptionist. She really wants to be a secretary, but decided to start in the clerk typist program. She decided on the program to enter when classes started, adding that she hadn't thought a whole lot about it.

One woman explained her interest in the secretarial program stemming from her hospitalization for phlebitis. She can no longer stand at length and must go into sedentary work. She had been a nurse's assistant and wanted to be a nurse all her life, and now she has to change fields. She said she finds typing and shorthand easy. The other said she's interested in secretarial administration because it's the "kind of work she'd like to do." She'd like an office job. She says she's been interested in this type work since high school and took business courses then but her skills are rusty.

Two women are interested in business management. One said after looking over the courses, it was what she felt would help her most. She said she's been interested in returning since high school. The other female said she doesn't know what made her decide on the business management program, but it has the subjects in which she's interested. She decided on the program when she enrolled and really hadn't given it much thought before then. She later said she wanted to sign up for Social Work, but the program was closed.

One woman was interested in mechanical engineering. She said she doesn't have an "A" rating yet because she hasn't completed her apprenticeship so she's not a fully trained machinist. She says she wants to know why she's doing something not just because she's told to. She says she has a high mechanical aptitude, but lacks the theory knowledge. She has been interested in this field for five years, since she began working at a steel mill.

One woman said she was interested in the drafting and design program to transfer after two years. She explained that her sister is in this same program at a different school and will graduate in April. She was familiar with the job and the things you have to know and she felt she could handle it. She likes to draw, write, and "mess around with paper." She said she's been interested in becoming an architect since she was 13.

One woman is interested in the data processing program because she says "that's where the money is." She said that this was a recent interest.

Another woman is interested in the accounting program. She did well in high school, but didn't want accounting because she thought you had to stay in a little cubicle. Since then she's talked to accountants and thinks she'd like it. She's been interested in accounting for five years.

One woman said she's undecided about a program of study and will take a couple of courses to see what she's interested in.

Nonenrolled Males (N=5) - One male said he is interested in the management program because of his outlook on the future. He wants to get into management in a few years. The courses help him now because he works in management. He's been thinking about having a small business for quite some time.

One male is interested in business, or mining technology he said later in the interview. He "guesses" the industry in the area is the oil refinery and he thinks a business degree would be suitable to that. He doesn't think the economy will rebound to enable his return to the steel mill. He added that his father and in-laws are in business.

Another male is interested in the nursing program because there's a big demand in nursing now. He says he's been interested in this program for two years.

One male says his "lifelong dream" is to teach history; and the fifth nonenrolled male is interested in the communications program because the courses listed look like he'd do better at that. He says the school gave him a list of two year programs and he decided communications would be the best one. He further stated that there was no way he could become a chemical engineer or a nurse, so he thought he could get an Associate Degree in communications and get a job with the paper.

Nonenrolled Females (N=8) - One female is interested in the nursing program. She went into it out of school, never finished, and has always wanted to go back. She added that since she had attended a nursing school and not a college, none of the credits earned there will transfer.

One woman wants to be a medical secretary. She took high school courses but doesn't like being confined in an office and finds it boring. She likes "typing and stuff" but not as much in law or something like that as in the medical field. She says she's been interested for three or four years.

One woman is interested in "Principles I and Marketing" for her real estate license. Although interested for four-five years, she never did anything about it because she didn't think she could get into college. She says she was scared about coming.

Another woman interested in real estate says it's because she's looking at the future, and since her husband will retired a lot earlier than she, she wants something flexible. She's been interested in real estate for five years, has read a lot about it, and enjoys it.

The fifth nonenrolled female started out in computer science and found out that algebra was required so she dropped. She says she was interested in "operations and stuff." Working on a computer at work, she thought it would help to understand it better. She has been interested since August when she was put on the computer at work.

One woman is interested in the electronics program because she likes to "work on things and know it." She's been interested in electronics all of her life. She thinks computers are mysterious and it would be nice to build something at the top like computers do and be able to work it.

Two women were undecided about a program of interest. One said she thought about returning for five years but didn't do anything about it. She returned to school at this time because she's been separated about a year and "wasn't going anywhere with my life." The other woman said she was in the general program because she hadn't made up her mind what she wanted to do.

Main Things Will Have to Learn and Program Information Obtained

Enrolled Males (N=9) - In describing the main things they would have to learn in computer science, the four men were very general in their comments. One said he'd "probably" have to learn programming, another said he "guessed just computer courses." Two men mentioned they would have to learn a lot of math, and one added he'd also have to take computer courses.

In responding to where they looked for program information, one man said he talked to several programmers at the building where he does janitorial work. He added that he dated a woman whose father was a computer technician. From these people he learned that the computer is basically a storage bank and it's just a fast way of retrieving what's stored. He said programmers store the information. He said he didn't talk to anyone at the school. The day he came in the counselors were all busy and he talked with a student working in the counselor's office, but the student knew nothing about computers. He added that his advisor recommended that he take intermediate algebra because he scored poorly on the math test.

Another male said he talked to some people, but mostly obtained information from the newspapers. He found out there is a need for computer analysts and programmers. He also said he talked with students majoring in computer science and others about their ideas. Everyone told him it's a wide open field and it's going to be the thing of the future. He said information was easily obtained and that you don't need specifics, just a general idea. He talked with a counselor about his math aptitude and was told there would be a lot of math. Having been a lab technician, he had to work with formulas and did well. He is taking remedial math because he's been out of school so long. It's not hard for him, he just forgot a lot. His advisor made out his schedule for a math and an English course and told him to take any other classes he wanted.

One man said he didn't get much program information on computer science. A counselor gave him a sheet telling the courses to take. There was little detail and just identified the math courses required, some of the elected, and the length of time it would take to complete the degree. He talked with his advisor during registration, but s/he just okayed his schedule. He was not asked to take remedial classes.

The fourth male interested in computer science said he didn't look for any program information. His advisor told him his strong and weak points and just assigned him classes. He is taking remedial math and reading which were recommended by his advisor since he was weak in those areas.

One male was steered into the electrical engineering program by his mental health counselor who referred him to vocational rehabilitation. His decision was between the medical and engineering fields. He explained he started in engineering at the Air Force Academy, but was medically discharged after a year. He said he would have to learn "everything about analytic

and trigonometry, sine and cosine, especially sine waves and their function." He also said he'd need a lot of physics and principles of engineering. He saw an academic advisor and obtained books and pamphlets to read upon the program. One of the professors gave him complete information. Although he was not asked to take any developmental math courses, he and his advisor decided it would be best if he did.

One undecided male talked to an advisor who assured him that many students are undecided and who helped him select subjects to take. He added that his advisor recommended he take developmental math so he could catch up on what he missed in high school.

The other undecided male didn't look for information because he "may dump the whole idea." He said a course for undecided students was recommended to him and he's also taking basic arithmetic because he knows he needs basic skills before going on to Algebra.

One male sought information about the business administration program by talking to a counselor. He was given a list of subjects to take for the degree. He said he will have to learn data processing, psychology, English, freshman composition, and business math. He thought it was easy to find information and added he was "ignorant" on the subjects needed. He thinks remedial classes were recommended, but he didn't look into them. He said he thought it was a waste of time.

The male interested in data processing talked to an advisor during registration. It was the last day to register and people were crowded around. There was not enough time to get the information he needed. He works all day and doesn't have time to come over. He said he was not asked to take any courses to get courses. He said he doesn't know the required courses, but thinks accounting and data processing will be included.

He also added "they" ran out of college catalogs when he tried to get one and he hasn't found any program information.

Enrolled Females (N=20) - The eight females interested in the nursing program varied in the specificity of what they thought they would have to learn. One woman said she wasn't sure yet. She's taking prenursing courses now hoping to gain acceptance into the program. She added that she will take medical terminology, microbiology, and chemistry, but she's not sure of anything else. Another female said she hasn't been told what she will have to learn, but she "imagines" anatomy and chemistry. She is taking basic courses now, like psychology and sociology.

Several women included anatomy in their responses. One said she'd have to learn "a lot, anatomy, medical terminology, and stuff like that." In a more detailed explanation, one woman included anatomy, basics in terms of body functions and deviates, medicines, the technical aspects, emotional support, and everything required to do the job. She also added psychology, dealing with the patients' families as well as the patient, dealing with co-workers and stressful situations.

One woman stated she'd have to learn body functions, physiology, and psychology, and another said psychology, sociology, medical terminology, chemistry, microbiology, and how to deal with people. Another referred to psychology also, saying she'd have to learn to use it "to get people to do what you want them to." She added she thought she'd have to do a lot of thinking in psychology, but she'll have no trobule learning medicines.

The only other enrolled female interested in nursing gave basic courses as what she will have to learn: algebra, biology, three English courses, government, sociology, and psychology. She sought information from a packet her sister obtained from the school (#2). She learned that you have to have

"so much education before you can get a job you can do anything with." She added she's taking an algebra class now because she didn't have it in high school, but no developmental classes were recommended.

One female looked for information about the nursing program in the newspaper. She also talked to a counselor and advisor at school #2 and was told she had to take algebra.

One woman looked for information about nursing at school #1 and found out the requirements and how to get admitted. She said finding information was easy. She learned if she makes "good grades" this semester, she'll get into the nursing program this fall. She talked with an advisor during registration and found out most of the classes she should take were closed, but she's scheduled in nuring orientation, freshman composition, and "things like that."

One female at school #1 said she looked for information both at the school and at a nearby four-year institution. A counselor told her the general requirements and an advisor helped with her schedule, working around the time she could attend. He advised her to take a math course because she scored low on the test.

Another female at school #1 said it was difficult to get information about the nursing program. The only information she obtained is what they gave her and what her advisor told her. She added that she received conflicting information from different advisors and her advisor didn't have much time to talk with her during registration because students were lined up to see the advisor. No additional courses were recommended.

One female at school #1 came to the nursing office and picked up information. She said the staff didn't tell her much, just gave her some booklets and told her the deadlines. She talked with an advisor who made

out her schedule and also suggested courses for her to take next term. She said no developmental courses were recommended.

Another female at school #1 said although she was not advised to take any developmental courses, she thinks she should have been. She obtained nursing information in admissions. She had a lot of paper work to fill out and found out the "cutoff point she wasn't aware of." She added that she talked with a counselor during registration and an advisor scheduled her classes.

The remaining female interested in nursing at school #1 obtained information from friends, the school, and nurses she met. She learned the requirements and what it was like in training. She thought it was easy to find program information.

One female was interested in the radiology program. She said she didn't know what she would have to learn, but mentioned technology, learning how to organize herself and how to study. She added she would have to change her lifestyle somewhat. She obtained program information by talking to people and said she'd have to learn the "different things involved." She talked to a hospital and was told only 12 students are accepted yearly into the program and they recommended she take courses at school #1 first. One of the school's advisor's recommended she take the two courses in which she's enrolled. She said no developmental courses were recommended and the hospital told her there were no prerequisites.

The four women interested in clerk typist or secretarial programs gave similar business skills in responding to what they would have to learn. They all mentioned typing. One also included bookkeeping and psychology, and indicated she found program information in school #2's catalog. She learned "how the quarters run," what classes to take, and the number of credits. She

found it easy to get information, although she did not talk with an advisor. No extra courses were recommended. Another female said that in addition to typing, she looked for program information in Student Services at school #2 where she looked for program information in Student Services at school #2 where she learned it's a one-year program and what is required. She talked with an advisor who "fixed her schedule" and told her what credits she needed. No developmental courses were recommended.

A female interested in secretarial science at school #2 said she'd have to learn how to deal with people and communicate with the public. She would also have to know business things, how to type business letters, use correct English, and pronounce words definitely. She added that she doesn't know how to talk with people and she loves it. In locating information, a counselor encouraged her to talk with an instructor. The instructor wanted her to be sure that secretarial science was what she wanted and then helped her with her schedule. She was not asked to take any developmental courses, but she postponed taking business math since she's been out of school ten years and it may be too hard for her. She plans to take it next quarter.

At school #1, one female was interested in secretarial administration. She said she would have to learn typing, shorthand, office machines, and public speaking. She looked for program information in the book she received at orientation. At that time she thought she wanted business administration, but found out it wasn't. Her brother is in business administration and told her it was different than the secretarial program. She talked with the only counselor available who gave her the requirements and put her in the administrative assistant option. She thinks she'll change to executive secretary or medical secretary next term. No developmental courses were recommended.

One of the two women at school #1 who are interested in business management said she would have to learn management and English, and earlier in the interview she mentioned having to learn accounting. She came to the school and obtained a list of programs. She also talked to someone in the library, and to some friends' children who attend. She found out the types of classes offered and how much she could get without transferring She said it was easy to get information if you asked. She talked to a counselor about transfer requirements to Morehead and s/he recommended she take the math placement test, but did not advise her to take any developmental classes.

The other woman interested in business management didn't know what she would have to learn, but then added, "typing and anything else business." She also thought math maybe, and English will be important. She had information from the Displaced Homemaker program, but was unable to describe what information she had received. She talked with an advisor during registration. Although she was not advised to take developmental courses, she thought it would help her.

The woman at school #1 interested in the mechanical engineering program said she would get the basics at school #1. She will have to learn how to study and learn the basics before transferring to a four-year university. She wanted to start at a small college to readjust to being in school. She thinks that where the class size is smaller, you have personal contact with the instructor. She said she will have to learn math, physics, and calculus. She went on to explain why these subjects are needed and said general courses help you become an educated, well-rounded person.

The undecided female at school #2 said she likes psychology, English, bookkeeping, and accounting but she doesn't care for math. The only place

she looked for information was in running through the catalog. She didn't find out a lot, just what she would have to take and the hours. She didn't talk to an advisor because she doesn't know what she wants to go into.

The female at school #2 who is interested in drafting and design said she would have to learn a lot of math, technical math, and drafting. She looked for program information in the pamphlets at school, she also asked her sister a lot. Her sister is in the program at another school. She said it was easy to get information. The counselor in admissions "signed her up and all." She did not talk with an advisor. Originally she planned to go into business management because she thought drafting would be too hard because of all the math. The counselor encouraged her to go with her first choice, drafting. He recommended she take a "brushup math course" since she had not taken a lot of math.

One female interested in data processing does not know what she will have to learn. She says she's "not that far into it yet." She looked for information at school #2 and found out the program is not going to be as easy as she thought. It wasn't hard to find information. She did not talk with an advisor and was not asked to take additional courses.

The woman interested in accounting at school #2 said she will have to learn business management, economics and "things like that." She also said she'd have to take business law. She looked for program information in the catalog and found out the courses offered, what the curriculum was like, and what to take to transfer to a four-year college. It was easy for her to find information. She talked with a counselor who helped her and with an advisor after registration and he helped her with next quarter's classes. She has to take English and is taking business math as a refresher.

Nonenrolled Males (N=5) - The one male interested in nursing said he would have to learn medical terminology and Latin. He said he had much information about the program, "there's a lot to it," and added it was "pretty easy" to find information.

The man interested in management said he would have to learn management courses and "anything related to it." He said he'd have to learn administration and management. He said he had hardly any information at all. He couldn't tell you the courses at school #1. He never got into it because he was "stopped at the front door."

The man interested in business said he will have to learn math, marketing, retailing, and merchandising. He did not talk to anyone about the program, it's just what he thought he'd have to learn.

The man whose lifelong dream is to teach history says he will "need to brush up on all my history." He says he can just about quote any dates or tell all about the Civil War battles, but he wouldn't want to teach kids something he doesn't know himself. He doesn't have much information about the program; he "didn't research it at all."

The male interested in communication says he will have to learn English and math. He anticipates having trouble with both. He explained he got his GED and completed a year of vocational school in accounting through Vocational Rehabilitation, but it was boring. He said he doesn't like accounting. He did not have very much program information.

Nonenrolled Females (N=8) - One of the undecided females said she is taking the regular, required courses for any freshman. The only information she had is what was sent to her in the mail. She talked with someone on the phone at school #1 who told her what records were needed and how she would be classified. The undecided female at school #2 said she had a catalog and it was easy to find information.

The other nonenrolled woman at school #2 said that for electronics she will have to have circuit training and learn electricity, math, and "stuff like that she already knows." She added she'd have to learn about computers. She says the school gave her all the information they had.

One of the women interested in real estate said she'd have to learn financing, taxes, different ways of buying and selling, and zoning regulations. She did not have much program information, but she found out what she would need. She did not know who to ask.

The other woman interested in real estate said she likes people and being around them, and she likes the business part of real estate. She also thinks it will help her when she buys a house. She thinks she will be good at real estate, but admits she'd have to get back into the routine of studying and learning. She had an appointment to see a counselor, but she broke it when she found she couldn't get the funds to enroll. She never asked about the program because she figured she'd be told program information.

The female who was interested in computer science said she'd have to learn algebra and added that most formulas you put into the computer are programmed with algebra formulas. She says she would have to learn to operate a Radio Shack computer. Saying she didn't have much program information, she explained that her advisor didn't know algebra was now a required course or s/he would have told her.

The woman interested in the medical secretary program said she would have to learn Latin, medical terminology, and would have to "brush up" on her typing and shorthand. She "went out and got some papers on it" and found what courses were required. She doesn't think she learned much; it just gave her a general idea. She wasn't offered any information; she "got

a yellow book on all they offered for people in Displaced Homemakers going through CETA on grants."

The remaining nonenrolled female said that for nursing she would have to learn how to take care of people, physiology, and psychology. She added it would mostly be an update of what she already knows. A year or so ago she came to the school (#1) and obtained information from the nursing department. She has talked to one of the departmental secretaries several times and that person was always helpful.

Kind of Job Hope to Obtain Upon Program Completion and Knowledge About That Work

Enrolled Males (N=9) - Four males indicated they hoped to get jobs in the computer field when they complete their program. One said he wants to do programming mixed with some business. Admitting he has no programming experience, he says he was trained on a computer when he was in the Army but he never used one after training. However, he decided he wanted to be a programmer in his junior year of high school, he has been around people who work with computers, and he says he would like programming because "it's not stagnant--it changes every day."

Another male said he wants to be a systems analyst or computer programmer, and decided on this occupation about a year ago. He worked on computers as a technician when he was in the service and says he's been around other people who perform this type of work. When asked what he liked about the work he stumbled in answering with long pauses, finally saying that an analyst or programmer works with the entire computer system, but a technician only works with a small part. He adds with a shaky voice that an analyst or programmer knows how everything comes into play.

Providing a more specific desired job, one male said he hopes to be a computer programmer for (gives company name) or one of the local steel mills. He likes where he lives and wants to stay in the area. His only computer experience was in the military when he "just played around" with them. He would like being a programmer because it's rewarding."if you're good at it," you are appreciated and in demand and he says "you can't be replaced, you're too valuable." He decided on this occupation about 1½ years ago. Before that he says he was "reckless," then he settled down and got married, decided to "knuckle down" and narrowed choices down and decided on programming.

Another male said he would like to get into data processing. He has always wanted to work for (gives company name) but they always required a degree. He has worked repairing and installing computers and describes his current job as a teletype repairman. He says he has "dabbled" with programming and "can't get enough" of computers. In his current job he worked with business all the time. He admits being more interested in computers than business. When he came out of the service, he started with the phone company in supplies, advanced to technician and received training in electronics, teletype repair, and digital circuits. He has always done well in the mechanical area and feels he has natural ability.

One male said he hoped program completion would put him in line for District Manager, Regional Manager, or Operations Manager with his current employer. He says that his employer doesn't hire based on experience, a college degree is needed. He says he came up through the ranks and had started as a welder.

Another male said he wants to become an electrical engineer. He says he's done it in a "meatball" fashion, building stereos, radios, etc. at

home. He has friends who are engineers in other fields, and his father is a metallurgical engineer and he's told him a lot. He says the mental challenge draws him to the field.

Three males didn't know or weren't sure of the type of job they wanted. One, who is majoring in computer science, says he doesn't know what job he wants when he completes training. He has never worked with computers, but is acquainted with some who do. He's interested in this type of work because it's a growing field, and he became interested this year when he realized he had reached his potential at his current job and thought he could do better.

The other two males are undecided about majors as well as jobs they hope to obtain. One says he may do "something" in business management. He has never done this type of work, nor has he been around others who have. He says he's not sure why he would like this type of work. The other says he doesn't know what job he wants and that it will depend on what he goes into. He's never worked with computers, but knows a few people in data processing. He likes that field because "you can do so much with the machines." His current preference is geology over computers, but potential employment is important to him.

Enrolled Females (N=20) - Eight females said they hoped to get a job as a nurse when they complete their program. One said she worked as an aide in a nursing home. She likes helping people, but she's not sure exactly what it is about the work that she likes. She likes dealing with medicines and know the effects of drugs. She's interested in emergency room care and knowing what to do when someone comes in with certain problems. She decided to become a nurse a couple of years ago when she worked at a nursing home.

Another woman who wants to be a nurse has no experience except caring for her mother and father for several years while they were bedfast and had to have everything done for them. She has been around quite a few nurses and says she likes helping people. She decided on nursing after talking with her sister.

One woman said she wants to be an RN working with children. She has never done this type of work but knows some people who do. She's interested because she'd like to help someone and she decided on nursing shortly after high school.

Another woman wants to be in nursing, but she's not sure what field. She's never done this type of work, but some family members and friends have. She wants to work with people, but not in a business sense. She took business courses in high school, but she "hated" them since she "was just going to get married."

One woman wants to be an RN because she likes helping people and feels she can relate to them, especially older people. She says her experience includes being a candy striper and also helping a nurse's aide. Another woman wants to be the head RN of a floor. She was an aide in a nursing home and has a friend who is an RN. She says she's fascinated "by people and their insides," and finally decided on nursing in April or May of this year.

The seventh woman who wants to be a nurse explained she had worked as a nurse's assistant, as a student LPN, and medical assistant numerous times. She likes helping people, but doesn't like repetitive type jobs. In nursing, she says there is always something changing. She likes the variety and challenge and, within the last year, "really decided to go for the registered nursing."

The remaining female desiring to become a nurse explained she would like to work in a hospital full time during the day. She says she doesn't have much experience, but has done some volunteer work. Her cousin and aunt are nurses and she likes meeting different people, helping people, and not doing paperwork. She decided on nursing "for sure" 1½ years ago.

One woman wants to be a radiologist; and although she's never done this type of work, she's worked around others who do. She likes patient contact and likes to be helping people. She decided to become a radiologist during the last six months.

A woman who wants to be an architect is not sure why she likes it. She has never been around architects, but feels she's acquired a knowledge of it. Seeing it as an art form where you can design buildings, she guesses that's why she likes it. She has never done any drafting, but did some sketching with her sister. Later in the interview, this woman said she had learned there are different fields of drafting: mapping, architectural, and mechanical. Since she's not interested in mapping and doesn't think she'd be able to understand mechanical, she went with architectural. She says she's wanted to be an architect since she was three.

One woman said she wants to be a computer programmer. She's never done this type of work, but has been around those who do, and she likes the challenge. She added that she never really made up her mind about what she wants to do, and she's not sure she'll stay with this field.

A woman interested in becoming an accountant explained she has done bookkeeping and likes to count other people's money. She also likes working with numbers. She has thought about accounting a lot this year, since she moved from another state to be with her boyfriend.

One woman wants to continue in her current job working with preschool children. She loves working with children and plans to go into "something along the lines of education."

Three females want to become secretaries. One said she wants to be a secretary in a doctor's office. She's never done this type of work, but she's been around others who have. She likes to type, be around people in the office, and file. She decided to become a secretary about a year ago.

Another woman who wants to be a secretary has no personal experience, but has been around secretaries. She likes meeting people and she thinks the secretary is the most important person in an office and she likes that.

The third woman who wants to be a secretary says she has done this type of work before. She typed all day which was "nerve racking." She hadn't thought about what she liked about it. She guesses she'd "just like to work in an office." She added that she enjoys typing if it's not all day long.

One woman wants to be a clerk typist in an office. She has no experience in it, but has been briefly around others who were. She likes working with papers, but not a lot with numbers. She explained going to an attorney's office and watching women take the mail and make appointments and she says that interested her a lot.

Another woman says she wants some type of office job, but she's not sure specifically. She is interested in this type of work because of the clean atmosphere, and it's not heavy work. She added that after high school she decided on a secretarial job. She says she wanted to work at a bank.

One woman was very specific about the job she desires. She wants to manage women's programs throughout the postal system at the district (3 state) level. Although never experiencing it, she has been around others doing this type of work. She says "women have a lot to offer" and "they need to be educated to what they can do and their rights." She explained that a percentage of jobs are guaranteed for women. Five years ago, this woman became interested in such a program and obtained information; but at that time she wasn't quite ready to return to school because of a recent divorce, and with two children she needed some time to readjust.

One woman says she wants to be a mechanical engineer. She's never done this type of work, but her fiance is an engineer and she worked with engineers at (names local company). She says they have all encouraged her. She likes mechanical engineering because it's challenging and different, and because you "use your brain." She enjoys creating things and would like to invent something some day. She decided she wanted to become a mechanical engineer when she came to enroll and saw the program in the catalog. She "knew" that was what she wanted to be.

Nonenrolled Males (N=5) - Nonenrolled males and females were asked if they were currently employed, what they would like to change about the kind of work they do, and how going to school could help them do that.

Three of the nonenrolled males are not employed, and one of them said that "going to school is the future."

One male currently sells liquor and says there's nothing he would change, but he eventually would like to set up his own business. He's currently attending a business college taking three classes to help prepare himself to establish his own business.

The other employed male is in body work and signs and he says he'd like to get into a different kind of employment. He wants to do something better.

Nonenrolled Females (N=8) - One nonenrolled female is currently employed. She started out as a receptionist and doing billing and is now working on a computer, too. She would prefer working on the computer all of the time. She says she cannot advance with her present company and would have to go with a larger one. She would like to go into operating a computer and added that she has good keypunching speed.

Although currently unemployed, one woman had been a welder at a railroad shop, but she did all sorts of things. She says she's in welding "for the money," adding that since it's traditionally a man's job, it pays a woman well. She says that the whole system needs to be changed. She says that attending school will enable her to get her real estate license and training for use when her husband retires.

Another woman said the only work she's ever done is bartending and working in a nursing home. She didn't like the work, but it's all she could get. She says if she can't get into real estate, she would look for something else in the business area, like accounting or bookkeeping. She explained that attending school will help her get her license, and later in the interview said that school can give you confidence that you know what you're talking about.

One woman had been a coin collector for vending machines. From her past jobs, she wants an increase in salary, a more dependable job, and security. She says when you apply for a steady job now, you have to have more than a high school education. It's been 10-11 years since she's done office work and she needs "refreshing."

Another woman who moved back to the area because of her mother's illness said she hoped to find a job but couldn't. When she applied for jobs in the past, people thought she qualified best for accounting and it worked out well. She says without further education she could be a "sitter" for people, but she wants to care for people in the best way so she needs an RN license.

Alternate Plans if Aren't Hiring in Desired Occupation Upon Program Completion

Only enrollees were asked this question.

Enrolled Males (N=9) - All but two of the enrolled males said they would be willing to relocate to find employment. One man said he did not want to move, and said his current position was offered to him two years ago in a neighboring state, but he didn't want to move. He said he has a trade and would be willing to go back to welding, and he'd also be willing to come back to school.

Another male said he's not sure what he'd look for or want to do. He said he'd "make a resume and job hunt." He's not sure if he would return to school and concluded that he doesn't "want to think about it, the future."

Four males would consider returning to school. One undeclared major said he would consider returning, but he doesn't plan to make the mistake of going into a program which didn't have good employment prospects. He would relocate to obtain a job, but he concluded that he really hasn't thought that far ahead.

Another male who wants to be a systems analyst or computer programmer said he would consider going back into the service. He said it's in the back of his mind now to return as an officer. He said he would be willing to move to get a job in his desired field; and if that didn't work, he

would be willing to return to school in Business Management, but has been around others who have. He likes administrative work and enjoys the business aspect.

Another male interested in computer programming and business said he would move to a location where jobs were available. He explained he is single and not tied down. If he moved and still couldn't find a job, he would return to school before accepting "a job in an unlimited field." He said he would probably go into math to become a statistician for the government or an insurance company.

A male who wants to become an electrical engineer says he would move and keep trying to find a job in his desired field. If the field is flooded, he would go back to school in a related area for which he already had completed most of the courses, like missile guidance systems, computer communication, etc. He said all of these occupations require a strong electronics background.

A male who said he might be interested in something in business management responded only that he would move if no jobs were available upon his program completion.

Another male said if they aren't hiring when he completes his computer program, he will go into business with computers. He said he would be willing to move, and added that if he spends years in a program, he won't give up on it.

The remaining enrolled male, who is also interested in computer programming, said he would keep trying to get a job and he "can always relocate" if he has to. He would not be interested in returing to school in another field because computer science is the field in which he's interested.

Enrolled Females (N=20) - Only one enrolled female did not provide any alternatives when asked. Interested in becoming an RN, she said if

they weren't hiring she would do "nothing." She wouldn't move because of her husband and family. She also would not return to school.

Two females were not asked to respond to the question, and one of these women is interested in nursing. The remaining six females interested in nursing provided a variety of alternatives if nurses were not being hired upon program completion.

One woman said she doesn't foresee employment for nurses being a problem and she would relocate to obtain employment.

Another woman said she doesn't know what she would do. She would not move because of her family. When asked, she said she might go back to school in teaching or social work.

One woman said she would work as a nurse in a school or health department. She could relocate because her husband is in construction and could work anywhere.

Another woman interested in nursing said she hadn't thought about it, but she would get more specialized training. If nurses weren't being hired she would seek other ways to make a living. She would relocate if her husband could also find a job.

One woman said she would be a lab technician. She likes using a microscope, has read a lot about it, and likes the idea of contributing to science. She would be willing to move to obtain employment.

The remaining female interested in nursing said she would apply for a different job and hope she could get into nursing later. She doesn't know what type of job she'd apply for, but she said in order to move, the family would have to agree.

The woman interested in radiology said she would find "something similar" or go back to school and expand training. She could relocate, but that would depend on if she's still married because her husband is the primary provider.

One of three women interested in becoming secretaries said even if they weren't hiring secretaries she would still be "better off" because she could get a job if there was one available. She might consider relocating to obtain a job.

Another woman said she didn't know what she would do. She'd probably go into some other business or course, or she would relocate.

The third woman said she could get her own business because she can be an assistant administrator, so she would return to school and go into administration. She would like running her own business and likes telling others what to do, and the freedom. With three children in school, she would have difficulty moving and her husband is a miner so it would depend on the location, too. In addition, they just bought a new home so it would be hard to move.

The other woman interested in becoming a clerk typist said she hasn't thought that far ahead. She's not sure what she would do if they weren't hiring clerk typists when she completes her program. She said she might move in the future but not now.

One woman interested in becoming an accountant said she would go to a four-year college.

A woman interested in computer programming would take additional courses and go into business administration or small business management. She doesn't know why, the field "just interests." her.

Another woman interested in architecture said she would use other knowledge acquired and "try to apply that to something until something became available." She said she could take another course and specialize in something else. She would also be willing to move. If she went into something else, it would be business management. She says she has been exposed to it a little and found it interesting.

A woman who wants an office job said she didn't know what she would do, "maybe try something else." She is not interested in relocating.

The woman interested in mechanical engineering said she would continue with her current employer. Although laid off now, she is confident she will be called back as a machinist in a few years. She wants to finish her machinist training and receive an "A" rating. She said she may continue taking machinist courses and remain a machinist if no one is hiring engineers when she completes the program, but her engineering knowledge will help in that. She would relocate if she needed to in order to get a job.

The woman who wants to manage women's programs for the postal system says she would remain in the postal system. There are different jobs for which business management would prepare her. She says she would relocate in her three-state district. The only other field for which she would return to school is accounting. She has kept books before and likes "the exactness of accounting."

Biggest Barrier to Returning to School

Only nonenrollees were asked this question.

Nonenrolled Males (N=5) - Two males said finances were the biggest barrier to their returning. One said he could have seen a school counselor and applied for a grant but he was unsure of the best alternative. He

thought Vocational Rehabilitation would pay for more, but he hasn't followed through with the medical exam yet. He also said his infant was having problems.

The other man who said finances were the biggest barrier didn't talk with a financial aid counselor, just the veterans' office. He hasn't thought of how to handle his financial problem, but says it's a "barrier he has to work through." He also said the orientation was a big barrier.

Another male said being out of school so long and trying to get back into it was the biggest barrier. He didn't know if he could keep the work up. He said he got to thinking about going to school and working so many hours and he just couldn't handle it.

One man said his work situation was the biggest barrier to his return. He has to have the income to keep himself and his wife and pay the bills. He has thought of no other ways to handle finances to allow his return to school.

The remaining nonenrolled male said age was the biggest barrier for him. He felt strange going into the school, not knowing how he'd be accepted by all of the 18 and 19 year olds. He said he had planned to feel his way through it one step at a time.

Nonenrolled Females (N=8) - Four women cited financial reasons as the biggest barrier to their return to school. One woman said finances were initially the biggest barrier. Her son was still in college and her mother was ill with cancer. She said that being away from school so long, it is hard to concentrate again. She's used to reading newspapers and books for entertainment, not like concentrating like what's needed for school.

Another woman citing finances said she thought about "taking a loan or something like that" since she doesn't have a job. Later in the interview she said that being out of school for ten years also bothers her.

One woman said money is her biggest obstacle. She said her grant was late and she "can't afford to take even one class." Earlier in the interview, this woman explained she had applied late for a grant. She's also on a waiting list to attend vocational school on CETA. Not initially selected, she called the vocational school about entering their cosmetology program. She was told a class starts in January and they thought she'd be selected. She would have to pay for it herself, but she can go for $6 a month. She said she has no car, and in addition, said that for a long time she thought she was too old to go back.

The fourth woman citing finances as the biggest barrier said she couldn't get funds to return. She sent an application for a BEOG but got no answer. She "guessed" it's because she's part time. She heard most grants are for full time people. Earlier in the interview this woman said she couldn't get tuition through Vocational Rehabilitation in time to attend. She also said she feared that being out of school so long she would fail the CPP exam and not get admitted.

One woman described the biggest barrier for her was the class instructor on the first day of class. S/he didn't explain anything and expected the class to know what it was all about. The respondent said the class was advanced and assumed prior experience. She wanted to select courses to take without going through a degree program. Earlier in the interview she said she had done poorly in high school algebra and did not know it was required for the computer science program. When she found out she dropped out. Other barriers this woman mentioned were the classes she needed being scheduled during her work hours and having to force herself to study.

Another woman also mentioned schedule conflict as a barrier, but said the biggest barrier was personal reasons. She wasn't prepared to return and hadn't thought about it enough or talked to anyone.

One woman said fear was her biggest barrier. She had been out of school for seven years and she was afraid of going back, trying to remember everything, being able to study, and keeping up with high school kids. If she had continued at school, she says she would have needed help. She had thought of Project Achieve.

The remaining nonenrolled female said her biggest barrier was working out a baby sitter and working out time that she and her husband could be together. Earlier in the interview she said finances and sickness were barriers, but she hoped to return next quarter.

Family Members Who Resisted or May Have a Hard Time Because of Return Enrolled Males (N=9) - Two men said their families were glad they returned to school. In addition, one said it's not hard on his family because he's never really had a family life and he's only there to sleep; and the other said "it's better than loafing around" and he couldn't find a job.

One man said he had not talked with his family, but he didn't see it affecting them. And another said no one in his family would have a hard time. Still another said it would not affect the family because his wife doesn't work.

One man said there would be no family problem and later said that his parents would be affected indirectly. They would rather have him in school than "hanging around the house."

Two males mentioned the affect of returning to school on their young children. One explained he won't have as much time to spend with his little boy and the child can't understand it. He hopes to coordinate his time better when he develops better study habits.

The other male said it was hard to study with a three year old around, but it hasn't affected him much; his son just misses him twice a week.

The remaining enrolled male said he felt returning to school would improve his family life. His previous jobs left him physically and mentally exhausted. He initially had difficulty with his wife because he told her she wouldn't understand what he was doing, but he learned "not to act like she was lesser than me." She just had temporary objections, but he says if it became a big problem he "would have to get rid of her if I couldn't work it out first." Then he laughed.

Enrolled Females (N=20) - Twelve women indicated family members who may have a hard time because of their return, and most of them said their husbands would.

One woman said her husband is jealous because her attention is directed elsewhere. She thinks her husband would like to return to school, but he can't and she sees that as the problem. She says she would try to reason with him if it became a big problem. She added that she also doesn't have time to contact her family like she used to. They live 100 miles away and she hasn't written lately. She says she has less time now and has to do things faster. She said it's a personal sacrifice which has caused conflict with her husband.

Although one woman said her husband may have a hard time because of her return, she feels more self importance and has a better view of the

world. She later said she has two children, one of which is in kindergarten. Her husband babysits because he's laid off and that makes it easier for her.

One woman said her husband may have a hard time "if supper's late," but added that he's "pretty good on his own." She said her family was encouraging.

Another said it would be hard on her family. They are used to her being around a lot, particularly her husband and in-laws. She says if it got to be a big problem, she would talk to them about it. She said returning to school changed her schedule.

One woman said returning to school was hard for her daughter because she doesn't have the time to spend with her that's needed. She had been at home for 14 years and now goes to school early and comes home late every day. Her mother gets her daughter off to school and takes care of her until she gets home.

One woman said her mother has more work because she can't help at home as much. She has less free time. Her father is disabled. She doesn't think it will be a big problem though.

Another woman said more responsibility is placed on her husband and children. Her husband will have to get the children ready to go places if she has to study, and he'll have to take them by himself. He's never had to do that. The children will also have less time with her. If this should become a big problem, she will rearrange her study time.

Another woman also said her husband and children will have to adjust to her not being there. Her husband will have to babysit. She said they all cling to her now, but added that her husband supports her return. The only problem she foresees would be if the children became seriously ill, and even then she has family who would help.

One woman said she won't have as much time to be with her family and her child is not used to her being gone. She says her husband doesn't mind and babysits, and her two year old child will have to adjust. She said she wouldn't quit school because of him.

According to another woman, her husband will also have to adjust to less time spent together. She doesn't see this as a big problem though and says her husband supports her return.

Also pointing to less time, a woman said she doesn't have time to do things around the house like she used to. Her husband wants her to work full-time, but she doesn't think she can with school. She admitted not knowing what she'll do if it becomes a big problem.

One female said her 15 year old son may have a problem with her going to school. She attends at night and doesn't like leaving her son alone so long (from 6-9 p.m.). She said she tries to arrange to take him to a relative or have someone available if he needs anything. She believes that "too much freedom at his age isn't healthy." Earlier in the interview, this woman said that her children thought she was too old to return, but they are supportive and her boyfriend wants her to go to school, too.

Not being married, one woman said her boyfriend is having a hard time with her going to school because she's "not helping pay the bills." He is supporting her. She added that her parents are happy she returned to school.

Seven women indicated their families were affected in good ways by their going to school. One explained that her children like her being in school too because they can all discuss their grades. She says she feels she can talk better with people because she has something to talk about--her life. She enjoys reading and reads over her class work every day. Her

housework hasn't been affected since she "never was a super housekeeper." She said her going to school has had "no bad affects" and is no problem for her children.

Another woman said she has family support for going to school. Her children and husband are happy, and her children are "independent" so it really won't affect them.

One woman explained that her children go to school and she is home before they and her husband are. She says she has more time with her family now than when she worked the 3-11 shift. She says her children and husband love her return and think it's exciting.

Another woman explained that her family will be affected in a lot of good ways. She says her going to school creates no hardships. Her husband is supportive and she's not taking that many classes. She says if a problem arose, they would work it out. She thinks her going to school will be a source of pride for her children, and added that it has given her more self confidence. She feels she has "more control over her life" and is happier and more satisfied.

One woman said things at home are better since she returned to school. She is competing with her children for good grades and it's a common goal for all. She says it's a "good thing in her life" and she foresees no problems.

Another woman said going to school created no family problems, but she's a very organized person and that may cause her problems. She says she has to have order or she "can't function."

The remaining enrolled female said she has two grown sons. She doesn't know how returning to school will affect her, but she thinks it may help her to have a "better outlook on life" because she gets depressed.

Nonenrolled Males (N=5) - None of the nonenrolled males said family members resisted their returning to school. One man said he had no "personal problems" with returning, and later explained he's divorced and sees his son on weekends. His family felt good about his returning to school to better himself.

Another man said his wife supported his return "100%." It was just a matter of finances that caused a problem.

One man said he had his family's support to return, but he could never see them between working and going to school. He didn't get to spend much time with his children.

Another man said that in addition to his wife's encouragement, his friend has some college education and thinks it's great.

The remaining nonenrolled male said his wife is "all for it."

Nonenrolled Females (N=8) - Four females said their family supported their return and did not indicate any family difficulties because of their wanting to return.

One woman said her family thought it was a good idea, and later said she has someone to babysit her daughter while she's in school. Another woman also said her family thought it was great. She said she's also paying for her mother to attend vocational school.

One woman just responded that her family encouraged her to return; and another said her family is supportive, but her husband wants her home in the evenings and whi e she's "laid off" from work she'd prefer to take day classes while her husband is at work.

One female explained that her mother, who is totally dependent on her, does not think she should attend school. Her mother makes appointments and expects her to transport her regardless of when they are or what

activities might be disrupted. She tried to arrange for her sister to stay with their mother but that only lasted a day. She says that her children thought her returning to school was great and her husband didn't mind.

One woman said she would have come back to school this quarter, but her husband may be laid off and they can't afford it. She does not qualify for financial aid. She explained that a lot was going on in both families when she dropped, and she needed someone to watch her child "for five minutes." Her mother took him to school. She says her husband preferred she stay at home rather than go to school, but he said if it was what she really wanted then she should go. Her other family members supported her returning.

Another woman explained that her husband works the evening shift so she couldn't attend night classes because of her children. She said she has to work her classes and finances out so she can spend more time with her husband and can still be with her children. She says her husband resisted her going to school at night, but knows it's important to her. She believes he's willing to work at it.

Other People or Activities Affected, Including Employment

Enrolled Males (N=9) - Only one male indicated an activity which is affected by his going to school. He said it "won't bother me much," but it will cut down on his golf.

Two men indicated difficulty with attending school and working. One said he has a definite conflict with work and he handles it "on the spur of the moment." He says his employer tries to support his return to school, but there are times when work and study conflict and he has to work. He explained he is not on hourly wages or a time clock, but is paid on commission so he must work when he is needed.

The other male said working while going to school makes it harder. He has to work when he could be studying. He says he set up his class schedule so that he would have a lot of library time between classes. His employer doesn't care about his return to school and there is no chance for advancement in his current job.

Three men reported employer support for their return. One said his company encourages it. If he were not receiving GI benefits and was in a job related program, like computer science, his company would pay for his education.

The other male said his company was paying for it. He says school hasn't affected his work. Although they didn't suggest he go back to school, it's their policy to pay for it. He added that even if the company weren't paying for it, he would come and pay for his education himself.

The third male explained that since he works nights, it's easy for him to go to school during the day and his weekends are free. His employer supports his going to school and knows the respondent's current job is below his level, too. School will not help him in his current job.

One of the unemployed men said that although he's not working, his experience would enable him to get "side jobs" if he needs to.

The remaining male who commented on working and school said that he's unemployed, but would like to work full time and attend school on a part-time basis. He is still checking out the job market. He explained that he doesn't have a sense of accomplishment, but since starting back to school he feels he's "on the right track." He says a high school education doesn't "cut it" anymore becuase employers want a college education.

Enrolled Females (N=20) - Five females said attending school would affect other activities in which they are involved. One said she used to

bowl but gave it up because school is more important; another said she won't see her friends as often but she doesn't need to anyway; and still another said she misses several club meetings, but that doesn't seem to bother her.

One woman said school affects her church activities on Wednesday and Sunday nights if she has a lot to study. She said her parents are also affected because they watch her children. She says she feels it's "God's will" that she returns. Religion is a top priority with her.

Another woman said her activities in the theater are affected by her return to school. She is in the local Performing Arts Guild and will have to give it up for two years. She still plans to attend shows and will participate at a lower level.

One woman indicated that in addition to her classes, she is taking an upholstery class two nights a week and playing bingo. She says school doesn't interfere with these activities, adding that she's happiest when busy.

One woman did not provide any activities she was involved in, and just responded that "going to school is number one" with her.

None of the enrolled women who are employed indicated any conflict between work and school. One woman said she has her employer's support. She works 6½ hours a day and only has the children (at the preschool where she works) four days a week.

Another woman "talked with her boss" and he sees no conflict with her evening classes. She has her employer's support.

Three women are work-study students at school #2, one of whom indicated she used to work as a waitress, but if she went back to work her financial aid would be terminated. None of the work-study women indicated any affects of work and school on each other.

One woman said she was a housekeeper at a local hospital. She works part-time so she can attend classes in the afternoon. Her employer supports her return.

Another woman explained that she quit work to attend school. She was working for a physician who encouraged her return to school and wrote a letter of recommendation to support her nursing program application.

One woman was working at a fast food restaurant, but she also quit to return to school. She had tried to work out a schedule with her employer so she could work and attend classes, but her employer did not cooperate at all.

Another woman said she will continue with school even if she's called back to work. If working, she will try to schedule her work shift around her classes. Her employer, before being laid off, would pay for classes if a C average is maintained. The company has no female engineers and had encouraged her to become one.

Nonenrolled Males (N=5) - None of the nonenrolled males indicated any other people (besides family members previously discussed) or activities that were affected by their efforts to return to school.

Regarding employment, one man said his employer approved of his returning to school and he says it would better his employer, too. He said it was rough studying though. The other employed male said with a job he couldn't keep up his school work and it "wore me down." Because of his long work hours, he would be doing his homework until 1:00 or 2:00a.m. He said he couldn't handle it and come to work at 7:00a.m.

Nonenrolled Females (N=8) - Three women indicated other activities that were affected by their efforts to return to school. One said bowling

interfered with her algebra class, so she dropped the class to continue bowling. She said she will try to take the class next semester when bowling is over.

Another woman is actively involved in her church. She is in the choir and their only practice is on Wednesday nights.

One woman likes to be involved in both of her children's schools, but she said that would have been hard to do while going to school herself.

One woman said she had things figured out to return to school, like her transportation and her husband watching the children at night.

Another woman did not respond to the interviewer's question, but instead said she was just having "jitters" about being out of school so long, and trying to get used to everything. She said she believed she could get over it.

Two women commented about how school and work would have affected each other. One woman said she didn't talk it over with her employer, and she doesn't think she could rearrange her work schedule; and the other said she couldn't work and go to school, too. She only worked while her husband was on strike.

Knowledge About Preferred Program and Perceived Ability to do the Required Work

Enrollees only were asked questions about the programs in which they are enrolled.

Enrolled Males (N=9) - Seven of the enrolled males listed on their application for admissions that they plan to transfer to obtain a four-year degree. Six of the seven men indicated it would take them four-six years to complete their program. The other male said he didn't know how long it would take him, but he plans to take six credit hours each term

and one each summer. He's "in no hurry" and wants to take his time "and make sure it sticks." He said he has to pass his classes in order for his company to pay his expenses. He doesn't think it will be hard for him once he adjusts to it. He explained that he received a "D" on his first test because he forgot how to study. On a data processing test he missed three out of 85 questions so he thinks he's getting started. He doesn't think he'll need any academic help and he does not know what type of help is available.

Five of the other six males who plan to transfer said they need a 2.0 average to graduate. The other said he didn't know the grade requirements, but his personal standards will be high. He says he feels he can do it if he "sets my mind to it."

Another man said that although he needs to maintain a 2.0 average to get his degree, he hopes to have at least a 3.0. He says he has difficulty forcing himself to learn again, to come home and sit down to study.

Similarly, another man said he anticipates making higher than the 2.0 average needed. He's taking four classes a semester and is in no hurry, but he does plan to attend during the summer term.

One man commented he foresees no problem in achieving the needed 2.0 average. He says he is "smart," but didn't apply himself in high school and still had an A-B average. For the first time in his life, he is studying and "getting a lot out of it."

Another man explained it would take him five years to get his four-year degree because of having to make up courses. He doesn't think it will be too hard for him to maintain the 2.0 average needed.

The remaining male who indicated he plans to obtain a four year degree anticipates no difficulties with the technical courses, and says the only courses he's having trouble with are those that require a lot of reading, literature and philosophy.

Of the two enrolled males planning to obtain a two year, terminal degree, one said that by the end of the term he will "figure out" what he wants to go into. He knows you have to pass to get a diploma, but he doesn't know what "grade point average" means.

The other man said he's going half time so it will take him four years, six year maximum, to complete a two year program. He, too, does not know grade requirements. Earlier in the interview, he also indicated he was unaware of remedial or tutorial help that was available.

Enrolled Females (N=20) - Of the eight women interested in the nursing program, one was actually admitted to the program as an entering freshman, and the remainder are in "prenursing" status taking basic courses in hopes of becoming admitted in the near future. The one nursing student said it will take her two years to complete the program. She said a C average must be maintained, but she doesn't think she'll have any trouble because she is "reasonably intelligent."

One prenursing female student said it would take her three-four years to complete the program. She's "not sure" if a certain grade average is required, but she "thinks" a C is required. She doesn't think it will be hard for her because she's never had problems in school and she likes it.

The remaining six prenursing women said it would take them three years to complete the program and four of them said you had to maintain a C or 2.0 average. One wasn't sure if a certain grade point average

was required, but she said you have to be in the upper part of the class to be accepted into the nursing program because only 70 are taken. She added that she doesn't think it will be difficult to keep her grades up as long as the academic load isn't too heavy.

One female said a 2.5 grade point average (GPA) is required. She hopes it won't be hard if she studies and maintains a schedule.

Of the other four women in prenursing who said it will take three years to complete and a 2.0 average must be maintained, one explained that the training program at school #2 is 21 months long after completing the current year of basic courses. She thinks it might be hard for her to maintain a "C" average or better because she understands some things better than others.

Another woman said she doesn't think it will be hard to maintain the required GPA since high school "wasn't much trouble for her." She says she just needs "to get back into study."

One woman said she doesn't expect trouble doing the work, but does expect "some bad times." Similarly, another woman thinks "it will be hard in places." She also said it will be hard to concentrate and take notes after being out of school so long.

One woman who is undecided about a major said she doesn't know how long it will take her to complete, but she will probably decide on a program next quarter. Later in the interview she said if she goes into education, she will transfer after two years. She added that she won't lose her job because they will allow her a leave of absence.

One woman said when she enters the radiology program, it will take her one year to complete it. She said she would prefer the two year program at (names university in the area) but it's inconvenient and more trouble.

She doesn't know if a certain GPA is required, but says doing well will be difficult with her family responsibilities.

Of the two women interested in the clerk typist program, one said it would take four quarters to complete and she didn't know if a certain GPA is requried. The other said it would take her one year and she has to maintain "a two point something" average. She said it won't be difficult at all although she is having a little trouble with typing but she added she is just "a beginner."

Both women interested in the secretarial program said it would take them two years to complete. One said she isn't sure if a certain GPA is required. The other woman said she feels she should make "As" because she has so much time on her hands. She's striving for at least a "B" average and thinks it will be hard, but she's going to try.

The female interested in drafting and design said she isn't sure how long it will take her to complete the program, which is six or seven quarters. She said she had not been informed of any GPA requirements.

The female interested in data processing said it will take her six quarters to complete and she doesn't think any GPA level is required.

Another woman expects to take two years to complete the accounting program and said she may take more hours next year. She doesn't know if a certain GPA is required and added that she doesn't know the grade point system at all.

One of the two women interested in business management said she's "afraid to think about" how long it will take her to complete the program. She says it will take four years if she attends during the summer. Her goal is to have a "B" average, and says she is here "to learn." Although

she did well in school, she says she "had to learn how to study again here."

The other woman said it would take her two years to complete the business management program because "that's what the program is." She said no GPA was required to obtain a diploma, but you must have "good grades" to receive a grant. She doesn't know the grade required but thinks it's a "B." She doesn't foresee a problem in maintaining this except she is having trouble with typing. She said the work isn't "half as hard" as she thought it would be. She says, however, that her typing is too slow and she makes too many mistakes.

The remaining enrolled female, who is interested in mechanical engineering, said it will take her four to five years to complete the program. She won't take too many classes and then do poorly. She will maintain a "C" average and does not think it will be hard. She said she thinks she can learn it.

Nonenrolled males and females were only asked if they thought they could do the school work.

Nonenrolled Males (N=5) - All but one of the nonenrolled males thought they could do the school work. The one exception explained he couldn't do his job and school work too because of his long working hours.

One man said he can study at work and he has lots of time; another said he'd make the best of the situation. He didn't pay much attention in high school. One said he thinks he has the mental capacity and is ready for school and another said he could do the work because he's smart.

Nonenrolled Females (N=8) - Five of the women said they thought they could do the work. One said "of course" she could; one said it would have been hard at first but she thinks she could do it; and another said other people her age can and she's interested and has read everything available about medicine.

One woman said she knows she can do the work because she has taken the GED classes to "brush up on math and stuff" and she "can handle it good." She has her GED and was going to the classes to get used to studying again.

The fifth woman explained she doesn't have a lot of trouble studying. She helped her brother study all the while he was in nursing school and she feels she knows a lot. She said she felt she should have "been out there too" when he graduated. She says she enjoys school and does not mind studying, and she could have done better in high school if she had tried. Earlier in the interview this woman said that she feared coming back to school after 10-11 years.

One woman wasn't sure if she could do the work and said she'd "give it a try." Having been out of school for ten years since high school, she said "that's a long time."

One woman responded to this question earlier in the interview saying she would have to get back into the routine of studying and learning. She never cared in school and graduated "by the skin of my teeth." She regrets not getting better grades. This woman also asked the interviewer a number of questions reflecting concern over her low CPP scores.

Another woman said she knew she would fail the class in which she was enrolled because she didn't know what she was doing. She thinks she could do the work because she took a class at a vocational school and did fine.

Financial and Transportation Arrangements

Only enrollees were asked about the financial and transportation arrangements they had made to attend school.

Enrolled Males (N=9) - Two men said Vocational Rehabilitation was paying for their education. One said they paid all expenses, and the other explained they pay for tuition and books and he pays his housing and living expenses and he obtained a student loan to help with these expenses. The former male said he has two cars and expects no transportation problems, while the latter said he has a car that's in very bad shape and he lacks the money to fix it. He knows no one with whom he can ride to school and has no idea what he'll do if his car breaks down.

One man said his employer pays his tuition, provides a new company car, and pays for his gas. He paid for his book and the fee to take the ACT. He says he won't need financial assistance, and living five miles from the school, he foresees no transportation problems.

Two men are receiving veterans benefits and one attends on the GI bill. With the GI benefits, the latter male said he won't need additional help. One man said the veteran's benefits will cover everything and the other said he "will be in good shape" as long as he can still work. All three men have their own cars (two men each have two cars) and none foresees any transportation problems.

Two men are paying all of their own expenses; both have their own car and don't foresee any transportation problems.

The remaining enrolled male said his parents are paying for his education and he needs some financial assistance. He said a minimum wage job would help. He lives within walking distance of the school and in bad weather his mother will drive him.

Enrolled Females (N=20) - Eleven women said they or their family were paying for their education and all eleven said they had their own transportation and could foresee no problems in that regard.

One woman said that although she's currently paying for her education she hopes to get a hospital to back her if she's accepted into the nursing program. She explained they would pay her expenses if she commits herself to work for them for two years.

Another woman said that she payed for this term's tuition herself, but she plans to apply for financial aid.

Two women explained they are paying themselves because they don't qualify for financial aid. One's husband is a full-time miner.

Two women said family members were helping financially. One said her father is paying half of her educational expenses and another said her aunt is paying for her to attend. This latter woman also said she hopes to be able to pay some of it herself. She doesn't think she can qualify for a grant, but she hasn't checked into it.

One woman said that she borrowed money to attend this term. She is trying to get a grant and says her application is being processed.

Seven women are receiving some type of financial aid. Two said they received Pell Grants. One is a work-study student to cover additional expenses. She lives 40 miles away and rides with a friend. The other said her father pays for her other expenses. She has driven her own car this term but plans to ride the bus next term.

One woman said that in addition to financial aid, her husband works part-time and that will help. She rides the bus to school.

Another woman, who received a loan, said if it weren't for the loan she wouldn't have been able to come. Although she could ride the bus, she drives to school so she can get home before her children whom she feels are too small to leave alone.

Another woman also said if it weren't for financial aid, she would not have been able to attend. She hasn't received the money yet, but was notified she would be receiving it so she borrowed money from her family until the money arrives. She lives 40 miles from school and rides with her brother and helps pay for the gas.

One woman said she couldn't get a grant so she has a student loan of $2,500 which will cover all expenses. She has her own car and anticipates no transportation problems.

One woman said she's hoping "CETA will pick me up" but there's a waiting list. She has a grant that covers everything. Later in the interview she said she receives Supplemental Security Income. She hoped to find a ride to school with someone, but hasn't so far so her son has been driving her. She could take the bus but she'd have to change buses enroute and walk a distance, too.

The remaining enrolled female said she is drawing unemployment and plans to seek a grant next term. She owns a car and doesn't plan to miss any classes. She never missed work.

Plans for Handling Studying

Only enrollees were asked how they planned to handle studying.

Enrolled Males (N=9) - Three men anticipate they will need help with their studies. One said he has a lot of homework and he's having some trouble with English. He thinks he will need help and has the instructor's

office hours so he can go to see him. He does not know other types of help available.

One man said he studies after class and thinks he will have a lot of homework. He thinks he will be able to do it but he'll need help on occasion. He doesn't know what help is available.

The third male said studying is, right now, the hardest part of being back in school. His wife is doing the normal things at home and that distracts him and makes it difficult to study. He tries to plan his schedule so he can do most of his studying in the school library. He says he'll need help and he's having problems already. He said he found out where the tutor program is located for when he needs it.

One man said that although he has quite a bit of homework, he foresees no problems in handling it. He knows of tutors and special services that are available. He says he studies at school for several hours after his classes.

Another man said that his job is boring and he has three to four hours each night with nothing to do. He doesn't think he'll need help with the classes but "thinks" there's a tutor program available.

One man says he has classes half a day Monday through Friday and he has the other half a day to study. He has a room off to himself for studying. He says English is his weak point, but he's doing "okay" so far. He has a general idea of the help that's available.

Another man describe how he sits in the dining or living room and reads chapters and reviews notes each day when he gets home. He doesn't think he'll need any help, but he has a general idea of tutors being available.

One man said he does his "lessons" as soon as he gets home after class. He hasn't had a problem yet; but if he needs help, he'll ask his wife who was an "A" student in high school. He does not know of the help available from the school.

Enrolled Females (N=20) - Nine females arranged study time around their children.

One woman said she has lots of homework and thinks about the topic while doing housework. She does her homework while her children do theirs and after they go to bed. So far she's been able to handle everything. If she needs help, she will ask the instructor as she has in the past.

Another woman, who says she doesn't have too much homework prefers to do it at school between classes because of her daughter at home. So far, she's doing a good job of handling studies and her child. She may need help if she gets behind and she has a general idea of the tutor program.

One woman's husband helps her study after the children are in bed. She has homework every night in shorthand and her husband bought her a typewriter so she can practice at home. She wants "to be the best secretary there is." She has no problem handling her family and school responsibilities and her children are proud of her.

One female studies after her children leave for school in the morning. She spends at least an hour studying and then studies between classes too. She has a lot of homework and thinks she might not do as well as younger students. She has received help from instructors when she's asked. If she needs help, she says she'll contact one of the school counselors. She and her sister are taking the same class and help each other.

Another woman studies while her children are in school and in the evening. She has a lot of homework so she has let some things go. She's not sure if she'll need help and is not sure what help is available.

One woman said she studies when her child is in bed. She hasn't had much homework this Fall; she's enrolled part-time. She says her house cleaning comes after studies. Her husband had most of the classes she is taking and he helps her with her studies. She doesn't think any help is available through the college.

Another woman studies at the same time as her children. Her time is flexible and she can study whenever she wants to. She explained that she was learning how to study again; and although she doesn't anticipate a lot of homework, she really doesn't know. She says she's "determined to do it" and is organized, but she will definitely need help and does not know what is available.

One woman explained she works a split day shift with a break during the middle. She studies at that time when her children aren't home or later at night. She set studying as a priority and says some housework may have to wait. Another person at work has the same two classes that she has and they help each other. She is aware of the tutors available and the library services.

Another woman said she has a lot of homework which she does after her children are in bed or while she's at school. She thinks she'll need help at times and is generally aware of the tutor service.

Four women who did not mention scheduling studying around children described other difficulties they were experiencing in studying. One said she had difficulty with typing because she doesn't have a typewriter at home and she can't get all of her work done. She said there are some typewriters

available in the library but the rooms aren't always available. She added that she does her studying at school and at home and she hasn't had much homework.

Another woman said she forgot how to study and is having to learn how again. She has a lot of homework in sociology and thinks it's hard. Although she doesn't think she'll need help with her present courses, she may need help with her nursing classes and knows that tutors are available.

One woman explained she will have to "just sit down and block everything else out" and study. Although she doesn't have much homework now, she anticipates more later. She's determined to get through the program and thinks she will need help but doesn't know what's available.

"I pull my hair out," responded another woman to how she handles studying. She said she "writes and rewrites" and feels her "brain is dormant" since she's been out of school for ten years. She said she needs a lot of repetition, and shuts herself in her room to study. She may need help with her studies, but is not really aware of what is available.

Another woman said she's not handling her studies well so far. She stays up to 3:00 in the morning, but she could study any time she wanted to. She thinks she will need help at times, knows about the tutor program, and plans to ask her son, who is a college graduate, and his wife.

The remaining six enrolled females indicated they were adequately handling studying. One explained she comes to school three days a week so she has a day in between to do her studies and she is able to complete it all.

Another said she is surprised she hasn't had much studying to do yet. She thinks this is probably the easiest quarter she will have. She had a tutor in English and that helped her a lot.

One woman said she studies between classes and at home. She doesn't have required homework, but studies a little every day. She has done well on the tests she's had so far and hopes no help will be needed. If her grades drop to a "C" or "D" she will seek help and knows of Project Achieve and the tutoring service.

Another woman studies on weekends and in the afternoon while she's at work alone.

Studying is "no problem" for one woman. She has extra time during the day to study and not "too much" homework. She hasn't needed help with her studies other than what she's obtained from the teacher, but she is aware there are tutors available.

The remaining enrolled female said she plans to set time aside to study first and play later. She will have a lot of homework and will do it by budgeting her time because she "can't cram" and do it all the night before. She may need help and knows about the tutors and assistance available from instructors.

Description of a Typical Day

Enrollees were asked to describe what a typical day is like for them.

Enrolled Males (N=9) - All but one of the men described days which verified the study times they had given in responding to the previous question. The exception just said he gets up, goes to school, and comes home.

Five men included their work schedule in their response. One said he gets up at 6:30-7:00; his classes begin at 9:00 and end on Monday, Wednesday, and Friday at 1:00, and Tuesday and Thursday at 2:30; he goes to the library to study; he has to be at work by 4:00 or 5:00 and he's there until "somewhere between 11 p.m. and 4:30 a.m."

Another man said he gets up at 7:30; classes begin at 9:30; he works out at the "Y," then he goes home, eats and goes to work.

One man gets up at 7:00 and is at work by 8:00. He comes home and spends a maximum of one hour looking at a book. He then goes to class, comes home, and "throws the book as far as I can."

Another man works all day, arising at 6:30, working from 8:00-5:00, and attending class Tuesday, Wednesday, and Thursday nights at 7:30. After class he comes home and does his lessons. He says he has no problem doing his lessons; he turns the television off.

The fifth man gets up early and goes to class Monday, Wednesday, and Friday from 9:00-10:00 a.m. He then has three hours in the library, but he eats and "goofs off" for two hours. He has another class at 1:00, next he has a bowling class, and then he goes to work. He gets home at 11:00p.m. and sometimes studies then if he didn't get everything done earlier.

One man has physical therapy to schedule with his classes. He says he has classes from 9:00-11:00 a.m. and then goes home and studies unless he has therapy. His therapy is three to four hours in length and he must travel to a nearby city (about 15 miles away), but he says "hopefully it will be over soon."

The other two enrolled males have no other activities scheduled aside from school, although one said he goes out with friends after he finishes his homework. He gets up at 10:00 a.m., goes to school for a couple of classes, comes home and does his homework.

The other male gets up 2½ hours before class. After eating and "getting ready," he drives an hour to the school. He leaves for home at 1:30 on Thursday and 3:00 on Monday, Wednesday, and Friday, and spends 3 hours studying in the evening. He goes to bed at 11:00 or 12:00.

Enrolled Females (N=20) - Thirteen women included family responsibilities in their description of a typical day. One woman said she gets up at 5:00 and gets her daughter and herself ready; she travels to school and studies on the way if she needs to. She participates in work-study eight hours a week, then goes home and does chores and prepares dinner for her daughter. She then relaxes for an hour or two, studies for two or three hours, relaxes for two hours and goes to bed. She added that she has time for the family.

Another woman gets up at 3:00 a.m.; works from 5:00-10:00 a.m.; has lunch; and attends classes from 12:30-2:30. Then she goes home and makes supper, does the dishes, bathes the children and herself, and is in bed by 9:00.

One woman gets up at 6:30a.m. to prepare her daughter's breakfast. She drives her to the bus stop because it's too far for her to walk. Her son (age 15) gets ready while she's at the bus stop. She leaves for class at 8:00 and stays until 2:00 or 3:00. When she gets home, she looks at her notes and thinks about them while preparing supper. She does her homework after supper. Her children are in bed by 10:00 and she by 11:30.

One woman gets up at 5:00, leaves at 6:30 and takes her child next door to her mother's house, and rides the bus to school. She has classes until 3:00 on Tuesday and Thursday and leaves on the bus for home at 3:30. After she gets home, by 5:00, she spends the evening with her child and studies and does housework.

Another woman gets up at 5:30 to get her husband off to work, then she gets her children up and they all go off to school. When she comes home she makes supper so they can eat at 5:30. The children watch TV, take their baths, and go to bed. Then she talks with her husband and studies until 11:00 or 12:00.

After she gets her husband off to work, one woman studies or does housework for two hours and then gets her children up. She takes the children to school, does the shopping, and either visits her sister (who is in her class) or does errands. She then comes home, prepares dinner, goes to class for three hours, and goes home to bed.

Another woman gets up at 5:45 a.m. to prepare breakfast for her husband and children and then get them off to work and school. She goes to school for two courses and then picks up one child from kindergarten and goes home. She studies while her child naps and then again later at night when they are all in bed.

One woman said she gets up and goes to her classes, then she picks up her children and goes home and prepares dinner. She does her household chores and figures out when to study. She works better without a schedule and says she works well under pressure.

Another woman goes to school three times a week. She is up at 6:00 and gets her son to a babysitter. She has classes for three hours, picks up her son and goes back home. She studies while her son naps.

One woman said she gets up at 6:30 to fix lunches for her husband and children and gets them off. Then she goes to class, returns home and studies and does housework, and then plays bingo. She also is taking an upholstery class two times a week.

Getting up at 6:00 enables another woman to get herself ready, make her husband's breakfast, and get him up and off to work. Then she goes to class, then grocery shops or goes to the laundromat, and returns home to cook supper. After the meal, she helps with the farm work and then studies late at night.

Another busy schedule is described by a woman who gets her children off to school, and then does her housework. She goes to school, then does her shopping, and participates as a cheerleader sponsor. Her children are active in sports, but they all have their chores. She says the work is divided.

The remaining woman who includes family responsibilities in her typical day gets up at 6:00 to get her children off to school. She has classes from 8:00 to 12:00 and studies in the afternoon. She sometimes studies in the evening too, or watches television or talks to her husband.

Two of the enrolled women did not refer to studying or doing homework in their descriptions of a typical day. One said she works from 6:30 a.m. to 2:00 p.m., visits a friend, and then runs errands. She goes to class in the evening, arrives home at 11:00, and goes to bed.

The other woman explains she gets up early, at 4:30 a.m. sometimes. She says she used to "run around" a lot, but there's "nothing much to do" anymore. She gets up early, relaxes until class which is on Thursday at 11:00, 2:00, and 5:00 and on Tuesday at 2:00 and 5:00. She then goes home and cooks followed by relaxing and watching television.

One woman said she gets up at 7:30, works for 6½ hours, goes home and studies. She did not say when she goes to class.

One woman said she hates to get up in the morning, and she's usually late for her first class. She has Student Government Association meetings and is involved as a work-study student at the school. After classes, she goes home and studies after supper before her husband gets home.

Another woman gets up at 6:00 and goes to school early enough to do some homework. She goes to class and studies in the library and does some

homework. Then she goes home and does more homework. She goes back to school for a 7:00 class and then goes back home and studies some more.

One woman gets up at 7:00 and leaves the house at 7:45 to make a 9:00 class and then an 11:00 class. On Monday and Wednesday she has math for two periods in the afternoon. Her brother gets out of class at 4:00 and they come home and eat. She studies soon after supper.

The remaining enrolled woman gets up and does her "morning duties." She then goes to class and spends time in the library between classes and at lunch. She goes home and unwinds for an hour and then settles down to study. After that, she relaxes and watches television.

Biggest Barrier to Completing Their Program/Critical Thing That Kept Nonenrollees from Attending

Enrolled Males (N=9) - Five males referred to their academic skills as the biggest barrier to completing their programs. One male said it's the "class work." He doesn't know if he can handle it. He says it will be hard and he could probably do it if he sets his mind to it. He studies at home in the study; and if he can't handle the work, he's thought of going into electronics or vocational school. He says he's just trying school #1 out.

Earlier in the interview one man referred to learning as being a big barrier since he'd been out of school. In response to the question of what is the biggest barrier, he at first replied that there was "nothing I can't handle," but then went on to say that school will be hard. He thinks he can do the work, but he will have to go on a "hit and miss" basis because he will have to go back to work. He says it will be frustrating and there will be obstacles he will have to overcome. Later in the interview he said having enough time also concerns him.

Another man sees English Composition as his biggest barrier. It's been seven years since he's had English, and when he had it, there wasn't much writing. He feels "rusty" on that and dropped the composition class but he has the book and is reviewing it in preparation for taking the course next term. Although the admissions tests didn't indicate it, he plans to take the writing lab, too. Earlier in the interview he also mentioned being worried about his math skills. He plans to study at home.

Another man's initial response to the biggest barrier was that he had "no idea. . .just learning." Earlier in the interview he expressed concern over "getting my brain working." In high school, he learned quickly, but now he must go over every page two or three times. He also said time was a problem because he works full-time; and with his family responsibilities, attending classes two nights a week is a "real burden." He thinks he'll be able to handle it all though, and doesn't foresee dropping out.

The fifth man said "adaptability to learn" was his biggest barrier, especially English. He explained he was only an average high school student and he foresees problems if the English classes focus on grammar and sentence diagramming. He added that his wife was "an ace" in the subject and he will rely on her help. He concluded that he would not have problems completing the program.

Two men referred to finances as their biggest barrier. One explained that his family was moving to another state. He doesn't quality for grants and can't repay yearly loans of $2,000-$3,000. He said to have enough for housing, etc., he'd need to borrow $3,600 a year and over four years that's "over $10,000 with 9% interest to be repaid in ten years." He has no idea how to handle it. He also said it was hard to do the school work and he can't study at home because of his brothers and sisters. He doesn't

see any other problems, but says if he gets behind at school he will quit work for a while. He also said ulcers and gastritis were problems in the past and if his health "got bad" he may have to drop out of school for a while.

The other male explained that he will run out of VA benefits this year, so money will be a barrier. He also said time is a barrier; he doesn't have enough time to get everything done. He explained he was putting some money aside each month to help pay for school when the VA benefits run out. He said he plans to apply for a loan. "Time is the real problem" he said. He may have to quit his night job, but he's determined to finish the program. He started an electronics program once and didn't finish it and he has regretted it. He thinks it will be hard for him to complete the program, but sees his only other problem as his "lack of remembering." He thinks colleges have been set up to take over where high school left off and "they need to realize a lot of us have been out for a while and we do need a little bit of refresher." He's hoping he can handle any problems that come up. Earlier in the interview he said he was reluctant to return after being out of school for ten years. He's having to "force himself" to learn again. He said it's difficult for him because the "instructors forgot all students are not right out of high school" and they use "long words" that he's forgotten.

The remaining two enrolled males didn't think they had any barriers. One said he didn't "see any unless my attitude changes." He has a low back injury which makes it hard on him and his wife. He can't help with the housework. Later in the interview he said he "lost" his study habits, "what little I had" in high school. He thinks the younger students right out of high school still have theirs. He also said later in the interview that his only barrier is his back.

The last male said he has experienced no barriers. He is going to school part-time and has plenty of time to study. He says that the only thing that could cause him to drop out would be if he were "fired" because it "would dry up my income."

Enrolled Females (N=20) - Six women referred to handling school and family responsibilities as the biggest barrier to their program completion. One woman said that "family conflict" is going to be the biggest barrier for her. And although she would try to work it out, if it came "right down to it," she would drop out of school.

Another woman explained it would be difficult to complete her program in two years because she can't attend full-time. The school work isn't hard if she pays attention in class; but home, school, and work "take a lot of you." She studies on her day between classes and sometimes at night. She says she has enough energy so far and doesn't think she will have to drop out.

One woman said that in order to make time for studying, she's having to let the housework go for the first time in eleven years. This is hard for her to accept. She thinks the program will be difficult and plans to study in her bedroom where it's quiet. She explained that she just learned that her eight year old child has a learning disability, and if he needs lots of her help, she'll have to drop out and continue her school later.

Earlier in the interview, one woman said it would be difficult to handle all of her family responsibilities and still have time to study. She has to wait a year to enter the nursing program and that's a barrier for her. She thinks the courses will be hard and plans to study at home and in the library. Finances may also be a barrier if her husband doesn't get called back to work and if her grant doesn't come through. She also said she "won't like going to school five days a week" in the nursing program.

One woman said her biggest barrier is "time," the time she can't devote to her family. She tries to spend as much time as possible with her family. She added that it will be hard to do the school work and she'll study at home.

Another woman said her biggest barrier is the "hectic" pace of trying to arrange school, children, work, and her house. She explained that if her son "gets involved with the wrong type" or develops problem behavior, she would get help from his father and grandmother who live close or have him study at school while she is in class. In addition, she said she has difficulty getting all the reading done. Earlier in the interview she explained the difficulty of getting herself to concentrate enough to learn her lessons. She added that these difficulties won't cause her to drop out: "I'm here to stay."

Six women referred to their academic ability in describing their biggest barrier. One said her biggest barrier is getting back into studying and concentrating in class. The work isn't hard for her, it's just adjusting. She added that everyday it becomes a little easier. Earlier in the interview she said she was "aggravated" because it's hard to get back into studying.

Another woman said typing is her biggest barrier. She says she is a beginner and is "rusty." She has a problem getting her homework done and wasn't specific about how she planned to resolve this. She said she was "working my schedule around somehow."

One woman said her biggest barrier will occur if she has more homework than she can handle. She is willing to work hard at it, but if the work gets too much for her, she's afraid she'd have to drop out. She said she "doesn't like to think about it."

Another woman sees herself as her biggest barrier because if she loses her determination she doesn't know how she would handle it. She is anxious about whether she is capable of doing the work and is "building up her confidence" now while the work isn't very hard. She says her family is first with her, and if a child got very sick, she might have to drop out but she would return.

One woman said her biggest barrier is "keeping my grades up." She plans to "take it all seriously. . .no playing." She received an "E" on her first sociology test and realized her study methods had to be changed. She said she can't concentrate at school to study so she does it at home in the kitchen, if the children aren't home, or in the bedroom. She said energy is a problem and she feels "drained" and tired all of the time. Earlier in the interview she also expressed concern over her ability to do the school work. She said she asked her advisor not to give her more than one hard class.

The sixth woman referring to her academic ability as a barrier said getting accepted into the program is her biggest barrier. She explained that only about 50 students are accepted and over 100 apply. Later in the interview she said she feels a little out of place being older than some of the students, but when she looks around she sees a few other older students.

Two enrolled women said time is their biggest barrier. One explained the barrier as "finding time" to study and using that time most effectively. She plans to use the library since it offers the least distractions.

The other woman said time is her biggest barrier because she's trying to get all the academics and program completed in two years and will go through the summer. She thinks it could get to be too much going to school continuously without a break. She says she will have to use her time

most effectively. She hopes to learn to study better and may take a class on this topic. She thinks the school work will be hard and she hopes to have enough energy to do it all, but right now she's "dragging." Earlier in the interview, this woman also referred to self doubts, saying she doesn't know what to expect. She said she will have to "get in there and take the first test and find you can do it."

Two women said finances are their greatest barriers. One said they can't make it on her husband's salary and she may have to quit school for a while and work. She's not sure how she will handle this problem, but says she'll wait "until it hits." If she has to quit school to work she would still return to school at a later time.

The other woman said cost is the biggest barrier, the price of books is very expensive. Earlier in the interview she referred to the difficulty of handling home and school responsibilities. She's trying to help build a lake, do the farm and house work, as well as go to school. She also said it was hard to concentrate and take notes after being out of school so long, but she doesn't think she will ever drop out of school. Later in the interview, this woman said she gets very little support from her husband and she thinks he may be jealous because he would like to return and can't because of his work. He feels that they both should be out working.

One woman said her biggest barrier is transportation, and another barrier will occur if she doesn't get her CETA funds. She also said her energy "is just about gone," and remembers being able to get by on two hours of sleep. She also said finances could cause her to drop out, but she would not quit school if she were offered a job. She would try to work and also attend classes. Earlier in the interview, this woman said she had a "break down" four years ago and forgot so much. She was scared at first that she

had forgotten so much, but she says it has come back to her. She added that she hopes she can manage attending school.

Two women weren't sure what their biggest barrier is to completion. One explained several barriers that could arise: her husband, who works in another state, wanting her to move to where he is; her mother getting sick; or not being able to work financing out and having to apply for a loan. She said her husband supports her return to school, but she may get frustrated not making money for three years. Her husband encouraged her to return two years ago. She added that she does not foresee dropping out of school.

The other woman said there were no barriers except maybe her phlebitis for which she takes blood thinners every day to dissolve blood clots. She plans to see her doctor in a month and hopes he will take her off this medication. She added that she's doing fine.

The remaining enrolled female said she wasn't sure what her biggest barrier is to completing her program. She said the distance she lives from school is a barrier, but if it got to be a big problem she could stay with a relative who lives close to the school. Her studies have not been hard so far. She has never been in the school library and she studies in the lounge or at home. She added that finances would be a barrier if it weren't for financial aid.

Nonenrolled Males (N=5) - Two men said finances is the critical reason that kept them from attending, and one explained he's a veteran and plans to check about receiving veteran's assistance.

One man said his job kept him from attending; and the other said it was the school staffs' cooperation ". . .it wasn't worth a dime." He said it seemed like they just didn't care.

The fifth nonenrolled male said he was the critical reason he wasn't attending, saying he "got lazy" and didn't follow through hard enough. Instead of applying for a grant, he waited for VR since they have all of his records and since he wouldn't have to repay them for any assistance.

Nonenrolled Females (N=8) - Three women said finances is the critical reason that kept them from attending. One said if her grant had come through, she would be attending. Another said her financial situation at the time and her illness were both critical factors preventing her return. She doesn't think she would qualify for financial aid because her husband works. They are paying for a new house and other things they had to have.

Another woman said the biggest thing keeping her from attending was her surgery. Although she's fine now, she doesn't have the money to attend.

One woman said a schedule conflict kept her from attending and another said they don't offer the classes she wants. Later in the interview she said it was hard getting herself to go back.

One woman was not asked the interview question. And the remaining nonenrolled female said her mother's illness prevented her return. She said she doesn't feel she can work school in next term, either because anything she wants to do always has to be done after she does other things. She wishes she had someone who could take care of her mother's transportation.

What They Have Going for Them

Enrolled Males (N=9) - Eight of the nine enrolled males included personal attributes in their responses to what they have going for them. The exception at first responded he "is a stepchild and redheaded," and then said he has a "great job, healthy child, new home, and new car." He also said his wife understands he wants a degree.

One man said he had his "IQ" and "will to make it" going for him as well as loving "the challenge;" another pointed to his motivation and desire to succeed; and another stated his desire to move out and get his own place were things he had going for him.

One man said he is smart, and although he took many of the courses in high school he has just forgotten the material whereas other students have to learn it for the first time. He also responded that he doesn't mind studying and knows it is important.

Another man pointed to his desire to have a career as something he had going for him. He knows he doesn't want to do manual labor and he wants to be a professional. Also he has his wife's help; she's been to school and told him what to expect.

One man said he's "pretty well" motivated for school and he has a good attitude. Having been in the military before returning to school has made him realize what learning means. He also said he had VA benefits going for him and in four months he'll draw $1,500.

Another man said he has a working knowledge of what he likes and a supportive family who give him a lot of self assurance and esteem about his return. He also has a good job and added that "the teachers' attitudes" help, too.

One man said his experience of being on the outside "beating your head against the wall and getting nothing for it" was something he had going for him. He says he knows what it's like to work a job and seems "like you're getting nowhere." He also added he is receiving VA benefits, has a supportive wife, and he took a little electronics a few years ago.

Enrolled Females (N=20) - Sixteen females mentioned personal attributes in responding to what they have going for them, and six of them cited their determination and nine cited family support.

In addition one of the 16 also mentioned she wants to complete the program and thinks she can, and another considers herself "reasonably intelligent."

One woman thinks her past experience is something she has going for her. She has an idea of what to expect at hospitals and from patients. Earlier in the interview she mentioned "maturity" as being important in being able to do well at school. She said she doesn't have the typical adolescent problems and concerns, like how she is dressed; the boys in class, dates, etc.

Another woman explained that before she ran around for everyone else, now she is accomplishing something. She also has a good job and a good relationship with her children so she has "peace of mind." She also said she has a supportive boyfriend and has goals and education is a priority. She has a friend at work with whom she can talk, too.

In addition to determination, another woman said she has a "positive attitude," and still another said she has perserverence. She went on to explain that if her children aren't in school she will bring them with her; and if they are sick, she would stay home but would arrange to keep up with her school work.

One woman said she had her "good comprehension" going for her as well as being an "A student" in high school. She said she also relates well to other people and the school instructors are all encouraging.

Another woman said she has "a lot" going for her: going to school, getting an education; having her family to live for, and having them behind her.

One woman said she has "something meaningful" to do. She also has help from her sister.

One woman says she knows what she wants out of life. She wants to choose the place where she wants to work and wants an environment like working with people. She doesn't want to be a waitress anymore, she wants to be a nurse. Also going for her, she says her "husband's quit complaining."

One woman said she has A's in all of her classes now, she gets along well with people, and everyone is helpful. Another woman also said she was doing well in her classes and the work isn't really difficult.

The sixteenth female mentioning personal attributes said she had "myself" going for her, and the "teachers' attitudes."

Of the four remaining enrolled females, one gave financial aid and liking a small college as things she had going for her; and another said she can attend at night if she can't go during the day.

One said that aside from school, she is "a boring person" and she doesn't see a lot going for herself. She added that her family is active in church.

The remaining enrolled female said she has "nothing" going for her unless she gets CETA funds.

Nonenrolled Males (N=5) - Two men said their jobs were things they had going for them to help them return to school, and one added he was going to a business college "on his job." The other man explained he planned to save his money to attend. His wife works and she is going to help. He said it would have been hard to attend, but he was going to do it.

One man explained that if he could get his hours straight, he plans to return to school next term. He said "they" are going to change his hours at work so he can keep up the work and a good attitude.

Another man said his wanting to help others is what he has going for him. When he was a child, he didn't want to learn and was a "goof-off." He knows there are children who want to learn and he wants to pass on what he learns to them.

The remaining nonenrolled male said he is ready to commit himself to "whatever it takes" to get back to school.

Nonenrolled Females (N=8) - Three women mentioned family support in responding to the things they have going for them. In addition to family support, one woman cited her desire to attend, and another cited her "curiosity" and wanting to learn. She said she is an eager person and it's easy for her to learn, and added her three children are all in school.

One woman said her father loaned her the money for tuition and that's what she had going for her.

Another woman said she has "time" going for her. She said it's "too bad" the one or two hour class she was going to take is at a bad time for her because she has plenty of time to study.

One woman said she has "everything" going for her and believes if she hadn't been in the hospital, it would have worked out for her going to school.

One woman was not asked the interview question, and the remaining nonenrolled female said she has "nothing" going for her. She was just hoping to get accepted, if she could take all the tests and figure out a way to get the money for the first semester.

Things Liked Most and Least About School So Far

This question was asked to enrolled males and females.

Enrolled Males (N=9) - Liked Most - Five men included instructors in their responses to what they liked most about school so far. One said he

liked the "attitude" of the instructors, explaining they are all willing to help any way they can and have always given him help when asked.

Another said he liked the smallness of school #1 and the fact that the teachers seem to like their jobs. He also likes how close the school is to his home.

One man cited his data processing class as what he likes most, saying he has worked with the instructor before, the instructor is good and knows what he is doing. Another said it was his algebra teacher because he realizes he's teaching a "refresher" course. This man also liked the "set-up" of the school and thinks it's "pretty nice."

One man first responded he liked the "pretty women" most, and then added he likes the school and instructors.

Another man also said he most liked "the girls" at school. He also was "impressed" with the new and spacious building at school #1.

One man said he liked the general atmosphere most. He said students "have the freedom to express yourself" rather than like high school where teachers "dominated you." He also likes the older people at school, saying they have more ideas than 17 and 18 year olds, and he enjoys listening to others.

Another man said he likes his math class most; and the remaining enrolled male likes the convenience of the school because it's close, and being able to "fit your schedule how you want."

Enrolled Males - Like Least

Three men said their was nothing they liked least about school so far.

Three other men included the attitude and/or behavior of younger students in their responses to what they liked least. One of them explained the freshmen are disrespectful to others, "cutting up in class." He also

doesn't like the parking situation and advisors being too busy to fully help students once school begins. He thinks students should have access to advisors before school starts.

Another male also cited the "immaturity of some of the younger students" and the small parking lots at school #1 as what he likes least. He also dislikes not having a school gym available.

The third male explained his liking some of the other students least because of their attitude of thinking only of themselves. He also added he likes his job least too because it makes going to school harder.

One male explained what he liked least were the "boring" introductory courses. He anticipates the school work becoming more interesting after he finishes the basic introductory courses.

Another male disliked the teachers who "just complain about all the work they have to do." He also disliked the overcrowded data processing class and the drab buildings which he described as "concrete walls with lights in them."

The remaining enrolled male said he liked least some of the classes in which he's the oldest person and the "instructors teach the high school kids."

Enrolled Females (N=20) - Like Most - Twelve enrolled females included being around other people in their responses to what they like most about school so far. One woman explained she liked meeting a lot of people and "being out of the house is terrific." It makes her "feel young again" and feel good about herself. She also likes the instructors at school #2, who make typing and shorthand so easy.

Another woman explained she liked being around the different people "instead of sitting at home every day." She also likes studying.

One woman said she likes most "being part of the activity that goes on" at school #2 and her biology instructor, and another just likes "the friendly people."

In addition to being with people, one woman likes learning most and "expanding her knowledge" of how to do a certain job. Another woman who likes being with people most thought she would feel out of place at school but she doesn't. She also likes the "atmosphere."

One woman likes learning new things, "especially things that I can apply to every day life" in addition to enjoying meeting new people. Another likes having the extra time between classes to study and still another likes the helpful teachers.

One woman likes feeling that she's "learning and expanding my horizons" besides being in contact with people; and another likes "the people, the challenge, the teachers and students." She likes everyone's willingness to help and work together.

The remaining enrolled females did not include being with people in their responses to what they like most so far. One said she liked "just being here. . . having a choice of whether I come."

Another woman likes the student activities at school #2 best, saying involvement in them makes her want to come.

One woman likes the "casual atmosphere"best, and another likes "the learning process." and getting back into learning.

One woman explained that she likes having "started toward my goal" as well as the nice atmosphere and night classes with people her age.

Another woman likes "learning new things," and says before "I was living in a vacuum with the kids and their lives." Now she has a goal and "a life of my own" and she's "trying to develop my mind."

The remaining enrolled female did not know what she likes best.

Enrolled Females - Like least - Five females said there was nothing they liked least about school so far.

Three women liked homework the least so far, and one added that adjusting to studies had been hard and she doesn't have time to "goof-off" anymore.

One woman liked walking between buildings at school #2 the least, and another disliked the business lecture, saying the "teacher is boring." She also dislikes the half hour drive to school.

One woman likes least not having a cafeteria at school #1 and having "the same sandwiches in the machines" all of the time. She too dislikes the distance she must travel to school.

Two women cited the small parking situation at school #1 as what they liked least. One also disliked taking the Nelson-Denny Reading Test because she put her comprehension answers in the wrong place.

Two women dislike getting up early, one saying she arises at 5:00 a.m.

Another dislikes the "anxiety over how it will all end," not being sure "if I'll make it."

One woman dislikes walking up and down all the steps at school #2, and another dislikes her transportation difficulties getting to school #1.

One woman likes least not getting all of her typing done and the remaining enrolled female dislikes people who don't take school "seriously" and disrupt the class by leaving early.

Anything Else About Educational And Vocational Plans

Enrolled Males (N=9) - Six enrolled males said there was nothing else they felt the interviewer should know about their educational and vocational plans.

One male said he wishes the school (#1) had a four year program in business administration so he didn't have to transfer; another again expressed his concern over having enough time; and the remaining male said next term he will decide "what to go into for the rest of my life." He added, "It's a big decision."

Enrolled Females (N=20) - Thirteen of the enrolled females had nothing else to add to the interview concerning their educational and vocational plans.

One woman re-emphasized her need for money, and another said she likes the program she's in and wants to complete it.

One woman said "I wish I'd done it long ago" and said she regrets wasting the years. She wants to be "more than a homemaker" and wants to be able to support herself if she ever has to.

Another woman said it has been sixteen years since she was in school and she's found she can still learn just as well. She lost interest in high school and dropped out in the tenth grade.

One woman said she is "striving hard to make it," and if she doesn't, she will keep coming back until she does.

The remaining enrolled female said that after school she plans to work for a few years and build up some money to return to school and get a BS degree.

Nonenrolled Males (N=5) - Two nonenrolled males had nothing to add to the interview information already provided.

One man gave his personal history of unsuccessful jobs and previous marriage. He said he is in good physical shape, but has "lots of problems with joints." He also said a psychologist told him he "was lazy."

Another male feels he got "the shaft" at school #1 and "I don't want anything to do with them." He feels it's bad that he's from the community and couldn't get more cooperation to get enrolled. He was sent from one place to another and "nobody helped me at all."

The remaining nonenrolled male said that what "fouled me up" was he was hired as a manager for a local company and worked long hours, so he couldn't attend school. Then the job "played out." He also said he didn't get to school in time to take the ACT and plans to attend next term, "unless I get a job."

Nonenrolled Females (N=8) - Five females had nothing to add regarding their educational and vocational plans.

One said she hopes to go to college and do well there, another added that she has her own car and has had numerous past hospitalizations for her thigh. She almost had her leg amputated and almost died. Her husband was jailed and threatened to kill her. She says she needed psychiatric help and received it on her own initiative. She says her leg is stiff, but better now. She also said she's in the process of starting a divorce.

The remaining woman explained when she left school before she had to. She says "they" told her parents she had "emotional upsets" over nursing and hospital conditions. She was actually having gall bladder attacks which were diagnosed later and her gall bladder was removed. She was told for 20 years that she had emotional problems and couldn't cope with life. After the interview, she explained further that she is determined to become an RN, but she's the only support for her mother who has cancer. She doesn't think she can get into nursing with the conflict with her mother's illness, but she says the conflict will resolve itself by the illness becoming terminal or going into remission.

## SUMMARY OF FACTORS THAT FACILITATE AND IMPEDE ADULTS IN MAKING A COMMITMENT TO ENTER VOCATIONAL TRAINING

The interview data presented in detail in this report are summarized in this section. The summaries include those factors perceived by adults in the sample as either facilitating or impeding their making a commitment to enter vocational training. These factors consist of the personal, situational, or institutional characteristics mentioned by the adults as being related to making the decision as to whether or not to return to school.

- Personal factors include such things as self-confidence, ability, career goals and motivation.
- Situational factors are made up of elements like family support, financial resources, work and family responsibility and availability of transportation.
- Institutional factors include among other things the location of the school, the programs offered, schedule of classes, the admissions process and contacts adults have with school staff.

The following guidelines have been followed in preparing the summaries and are essential to proper interpretation of the findings.

1. All basic categories of factors are included in the summaries. This is because the adult sample interviewed were selected randomly from the larger population of adults involved in the admissions process. Therefore, factors mentioned by only one adult may be significant and should be considered.

2. All interview data has been reviewed to identify the basic factors mentioned by adults as having either a direct or indirect bearing on their decision to return to school. The data has, therefore, been summarized in terms of the basic categories of factors involved. Efforts have been made to preserve even slight differences in these factors in order to make explicit the full range of possible meanings. For example, the adult values "desire for a better life" and "having a better future" are reported as separate factors although they obviously belong to the same general category. This has been done to avoid interpretation of the data prior to a more complete examination and review.

3. The summaries of the responses have not been quantified by specifying the number of responses related to each factor. This has been done to prevent the quantity rather than the quality of the specific factors from determining the importance of the data to be considered.

4. Precautions have been taken to avoid as much as possible any interpreting of the data in preparing the summaries. The lists are intended to provide a full range of the factors affecting adults. The interpretation of the data is the next step in the research process and will be the responsibility of the advisory groups at each participating institution, the Consortium group composed of the seven schools initially involved in the Lifelong Learning Project and AEL project staff.

5. The summaries are organized into two general areas: "A listing of factors that facilitate adults in making a commitment to enter vocational training" and "A listing of factors that impede adults in making a commitment to enter vocational training." Each of these areas is further divided in the general categories and finally into a listing of the basic factors.

These summaries provided the basis for responding to the first research question for Vocational Development Task #1, What factors facilitate and what factors impede adults in making a commitment to vocational training. The interpretation of the results presented in the next section provides the basis for responding to the second research question for Vocational Development Task #1, What intervention(s) can be developed and used to moderate the influence of factors that impede and enhance those factors that facilitate adults in making a commitment to enter vocational training.

Listing of Factors that Faciliate Adults in Making a Commitment to Enter Vocational Training

Institutional Characteristics

- Location of school
- School's reputation
- Programs offered
- Information about school and programs
- Transfer program to four year institutions
- Accreditation
- Lower education costs
- Financial aid programs (Pell Grant, loans, GI bill, Veteran's assistance)
- Size of school
- Attractiveness of buildings
- Atmosphere of school
- More freedom than in high school
- Instructors
- Displaced Homemaker Program

Admissions Process and Activities

- College catalog
- Admissions information
- Program information
- Newspaper releases about school and offerings
- Orientation program
- Registration process

Professional Services Received

- School's counseling services
- Admissions staff
- Community mental health counseling services
- Vocational Rehabilitation services

High school counseling services
Financial aid counseling services
Academic advising
Instructor assistance
Extra help from instructors
Tutoring services
Remedial/Developmental courses

Adults' Motivation

Intellectual stimulation
Curiosity
The challenge
Further education
The "right time" to return
Desire to succeed
Personal improvement
Improve self-image
Desire for better life
Have a better future
Knowing what s/he wants out of life
Get a degree
Desire to be a professional
Facilitate career change
God's will
Get off welfare
Set example for children
Become financially independent
Be able to do something well
Have something meaningful to do
Doing something for self
Work on goal
Opportunities for social involvement
Opportunities for career exploration
Rebuild basic skills
Pretty women

Adults' Personal Circumstances and Characteristics

Personal determination
Own motivation
Being more mature
Positive attitude toward life
Doesn't mind studying
Ability to get along with people
Intellectual ability
Good comprehension
Good study habits
Success in getting GED
Knowledge about school and programs
Encounters with current or prior students
Occupational knowledge
Have sufficient income
Adequate personal or family finances
Family financial support
Veteran's benefits running out
Receiving unemployment funds
Employer financial assistance
Having a loan
Age of children
Availability of transportation
Past training
Had many of the courses in high school

Encouragement and Support from Family and Friends

Relatives attending or that attended school
Friends attending or that attended school
Immediate family encouragement
Encouragement from employer or work mates
Encouragement from students currently enrolled

Employment Motivations

Improve job knowledge or skills

Promotion or advancement

Desire for future job security

Get a better job

Find satisfying employment

Become employed

Enter a specific occupation

Start own business

Increase income

Contribute to family support

Employment Circumstances

Current job

Interest in special field of work

Employment experiences in field of interest

Past work experience getting nowhere

Currently laid off or unemployed

Listing of Factors that Impede Adults in Making a Commitment to Enter Vocational Training

Lack of Information

- Access to information on programs
- Access to school staff for information
- Receiving conflicting information from advisors
- Not knowing what to expect
- "Others seem to know what is going on"
- Unfamiliar with buildings, rooms, staff, and procedures
- Not knowing where to go for help
- Not having talked to anyone

Admissions Process

- Not having counseling
- Insufficient time for counseling
- Access to counselors during registration
- Getting "the run around" during registration
- Becoming confused during registration
- Registration process long and complicated
- Indifference of staff
- Feeling of having done poorly on admissions tests
- Having to take admissions examinations
- Inappropriateness of orientation program
- Pessimism projected in nursing orientation
- Finding and meeting advisors
- Insufficient supply of college catalogs
- Time required to secure financial aid

Personal Circumstances, Characteristics, and Motivations

- Scheduling classes around personal responsibilities
- Finances

Not getting financial aid
Limited personal/family income
Becoming unemployed and losing income
Age
Being undecided about personal and program goals
Lack of career plan
Math skills
English composition
English grammar, diagramming sentences
Typing skills
Having done poorly in high school
Not being ready to return to school
Difficulty concentrating
Getting the brain working again
Forcing self to learn again
Getting back into the routine of school
Being out of school so long
Shock of going to school full-time
Forgot how to study
Finding adequate study time
Finding a place to study
Low self-confidence
Doubt ability to do classwork
Being able to do homework
Self-doubts
Fear of not being able to "keep up"
Anxiety over being capable of doing the work
Scared during registration
Afraid of having forgotten so much
Afraid of not being accepted into desired program
Afraid of not being accepted by younger students
Afraid to compete with younger students
Attitudes and immaturity of younger students
Low energy
Lazy

Disinterest in prerequisite courses
Boring nature of introductory courses, lectures
Program requirements different than expected
Having additional classes recommended
Not being able to directly enter nursing program
Time required to complete program on part-time basis
Being able to complete program in two years
Transportation
Distance of home to school
Parking at school #1
Walk up and down hill at school #2
Back injury
Gall bladder surgery
Was sick
Phlebitis

Family, Work, and Other Responsibilities and Interests

Work schedule
Nature of work responsibility
Stress from work
Family conflict
Spouse's opposition or lack of support
Caring for family
Taking care of parent or sick children
Finding/keeping a babysitter
Having young children
Having child with learning disability
Having teenage children
Doing housework chores
Social interests and activities
Religious interests and activities
Recreational interests and activities
Time to do everything

## INTERPRETATION

The interpretation of the research findings involved the following groups:

- Advisory groups at both research sites;
- Key counseling and admissions staff at both research sites;
- Lifelong Learning Program Consortium Group; and
- AEL Lifelong Learning Program staff.

This section will describe the involvement of the above groups in the prioritizing, categorizing, and collapsing of the impeding and facilitating factors generated in the adult interviews.

### Prioritizing the Factors

The advisory group members and key counseling and admissions staff at each research site prioritized the impeding and facilitating factors found in the adult interviews. First, factors were prioritized based on their criticality; they were then prioritized based on their amenability to interventions. A copy of the rating forms and instructions for prioritizing are presented in Appendix H.

Table 1 shows the number of individuals composing the rating groups at each research site. It also shows the highest possible weighted score that any given factor could receive by that rating group (factor ratings were weighted on a scale from 1-4). If a factor was ranked 1-5, it received a weighted score of 4 for that individual. A rank of 6-10 received a weighted score of 3; a rank of 11-15 received a weighted score of 2; and a check mark indicating the factor was important, but not in the top ranked 15, received a weighted score of 1.

Table 1

Groups Rating Vocational Development Task #1
Critical Factors and Highest Possible Weighted Score for any Factor

| Group | Number of People Rating | Highest Possible Weighted Score |
|---|---|---|
| ACC Advisory Group | 13 | 52 |
| SVCC Advisory Group | 12 | 48 |
| ACC Counseling and Admissions Staff | 9 | 36 |
| SVCC Counseling and Key Clerical Staff | 17 | 68 |
| TOTAL | 51 | 204 |

The weighted scores for each factor were summed for the two groups at each school and the impeding factors and facilitating factors listed in order of criticality. The amenability weighted score for each factor (derived by the same weighting process) was also calculated. Appendix I contains the prioritized list of impeding and facilitating factors for each school, and for both schools combined.

Categorizing the Factors

The Lifelong Learning Program Consortium Group met in Charleston in May in part to further interpret the impeding and facilitating factors and to validate those factors rated most critical by the two research sites. After discussions of the factors and their ratings by the five schools other than the research sites, it was concluded that the factors and ratings by the research sites staff were representative of factors affecting adults making the decision to return to school at the other five institutions.

Using a card sort technique, each Consortium Group member and AEL Lifelong Learning Program staff member grouped factors which they thought related to the same concept. Appendix J contains the card sort master sheets of factors as well as the instructions for card sorting.

Collapsing the Factors

Using the lists that each individual made of the factors which they grouped together in the card sort process, a matrix was developed showing how the Consortium Group participants linked the factors together.

Each factor had been assigned an identification (ID) number based on how critical that factor had been rated by the Advisory Group and key counseling and admissions staff at each site. The lower the ID number, the more critical the factor, with #1 being the most critical factor. Impeding factors 1-15 and facilitating factors 1-16 are those factors that were rated in the highest two-thirds of the critical point scale; therefore, the relationships of other factors to these most critical factors were examined. The matrix permitted a look at what factors the ten Consortium Group members and five AEL program staff grouped in the same category with the 15 most critical impeding and 16 most critical facilitating factors, and also showed how these most critical factors were related to each other.

Based on factor interrelationships (groupings) made by at least five participants, factors were collapsed by AEL program staff into categories with the highest intra-relationships. This process resulted in the generation of six general facilitating categories and six general impeding categories. Titles were then given to the general categories based on the factors composing the categories, with particular emphasis on the most critical factors. The following lists present the general facilitating and general impeding factor categories, along with the factors (and related criticality rankings) composing each category.

GENERAL FACILITATING FACTOR CATEGORIES

| General Categories | Factor Criticality Ranking | Factors |
|---|---|---|
| A. Financial assistance and improvement | 1. | Financial aid programs |
| | 2. | Lower education costs |
| | 9. | Financial aid counseling services |
| | 24. | Become financially independent |
| | 30. | Increase income |
| | 36. | Adequate personal or family finances |
| | 50. | Employer financial assistance |
| | 53. | Have sufficient income |
| | 58. | Family financial support |
| | 67. | Veteran's benefits running out |
| | 81. | Displaced homemaker program |
| | 82. | Get off welfare |
| | 85. | Having a loan |
| | 87. | Receiving unemployment funds |
| B. Institutional information, services, and opportunities | 3. | School's counseling services |
| | 4. | Programs offered |
| | 6. | Academic advising |
| | 13. | Admissions information |
| | 18. | Program information |
| | 20. | Information about school and programs |
| | 22. | Admissions staff |
| | 27. | Knowledge about school and programs |
| | 31. | Instructor assistance |
| | 32. | Instructors |
| | 35. | Registration process |
| | 42. | Transfer program to four year institution |
| | 46. | School's reputation |
| | 48. | Extra help from instructors |
| | 61. | College catalog |
| | 62. | Orientation program |
| | 63. | Tutoring services |
| | 66. | Remedial/developmental courses |
| | 71. | Accreditation |
| | 78. | Vocational rehabilitation services |
| | 39. | Atmosphere of school |
| | 40. | Newspaper releases about school and offerings |
| C. Institutional characteristics | 5. | Location of school |
| | 43. | Availability of transportation |
| | 88. | Size of school |
| | 97. | Attractiveness of building |
| D. Encouragement from others | 7. | Immediate family encouragement |
| | 28. | Friends attending or that attended school |
| | 34. | Relatives attending or that attended school |
| | 51. | Encouragement from students currently enrolled |
| | 55. | Encounters with current or prior students |
| | 56. | Age of children |

| | | |
|---|---|---|
| E. | Employment improvement | 8. Improve job knowledge or skills |
| | | 10. Promotion or advancement |
| | | 11. Desire for better life |
| | | 12. Become employed |
| | | 14. Desire for future job security |
| | | 17. Get a better job |
| | | 19. Have a better future |
| | | 21. Currently laid off or unemployed |
| | | 25. Encouragement from employer or work mates |
| | | 30. Increase income |
| | | 33. Find satisfying employment |
| | | 38. Past work experience getting nowhere |
| | | 41. Facilitate career change |
| | | 47. Enter a specific occupation |
| | | 52. Opportunities for career exploration |
| | | 53. Have sufficient income |
| | | 57. Contribute to family support |
| | | 59. Current job |
| | | 60. Interest in special field of work |
| | | 69. Desire to be a professional |
| | | 72. Employment experiences in field of interest |
| | | 77. Start own business |
| | | 82. Get off welfare |
| | | 84. Occupational knowledge |
| | | 92. Past training |
| F. | Personal competence and better future | 11. Desire for better life |
| | | 15. Personal improvement |
| | | 16. Personal determination |
| | | 23. Desire to succeed |
| | | 26. Own motivation |
| | | 29. Further education |
| | | 37. Improve self-image |
| | | 44. Have something meaningful to do |
| | | 45. Doing something for self |
| | | 49. Get a degree |
| | | 54. Work on goal |
| | | 64. The "right time" to return |
| | | 65. Rebuild basic skills |
| | | 68. Knowing what s/he wants out of life |
| | | 70. Being more mature |
| | | 73. The challenge |
| | | 74. Opportunities for social involvement |
| | | 75. Positive attitude toward life |
| | | 76. Intellectual ability |
| | | 79. Intellectual stimulation |
| | | 80. Success in getting GED |
| | | 83. Be able to do something well |
| | | 89. Curiosity |
| | | 95. Set example for children |
| | | 96. Ability to get along with people |
| | | 100. Doesn't mind studying |

| | |
|---|---|
| Not related to 16 most critical factors by at least 5 Consortium Meeting Participants | 86. Good study habits<br>90. High school counseling services<br>91. Good comprehension<br>93. More freedom than in high school<br>94. Community mental health counseling services<br>98. Pretty women<br>99. God's will<br>101. Had many of the courses in high school |

GENERAL IMPEDING FACTOR CATEGORIES

| General Categories | Factor Criticality Ranking | Factors |
|---|---|---|
| A. Financial difficulties | 1. | Finances |
| | 11. | Limited personal/family income |
| | 14. | Not getting financial aid |
| | 28. | Time required to secure financial aid |
| | 59. | Becoming unemployed and losing income |
| B. Apprehensions about self and learning ability | 2. | Low self confidence |
| | 3. | Not knowing what to expect |
| | 8. | Self doubts |
| | 13. | Doubt ability to do classwork |
| | 15. | Being out of school so long |
| | 18. | Being undecided about personal and program goals |
| | 22. | Fear of not being able to "keep up" |
| | 25. | Age |
| | 27. | Afraid to compete with younger students |
| | 31. | Afraid of not being accepted by younger students |
| | 32. | Having done poorly in high school |
| | 34. | Anxiety over being capable of doing the work |
| | 40. | Afraid of having forgotten so much |
| | 42. | Getting back into the routine of school |
| | 44. | Not being ready to return to school |
| | 47. | Forgot how to study |
| | 51. | Being able to do homework |
| | 53. | Feeling of having done poorly on admissions test |
| | 55. | Difficulty concentrating |
| | 57. | Afraid of not being accepted into desired program |
| | 60. | Scared during registration |
| | 63. | Getting the brain working again |
| | 66. | Forcing self to learn again |
| | 67. | Not being able to directly enter nursing program |
| | 68. | Shock of going to school full time |
| | 70. | "Others seem to know what is going on" |
| | 73. | Attitude and immaturity of younger students |
| | 74. | Lazy |
| C. Confusion/unfamiliarity with institutional process | 3. | Not knowing what to expect |
| | 5. | Not knowing where to go for help |
| | 10. | Becoming confused during registration |
| | 19. | Access to information on programs |
| | 20. | Getting "the run around" during registration |
| | 26. | Registration process long and complicated |
| | 33. | Unfamiliar with buildings, room, staff, and procedures |

| | |
|---|---|
| C. (continued) | 38. Access to school staff for information |
| | 43. Access to counselors during registration |
| | 48. Program requirements different than expected |
| | 84. Pessimism projected in nursing orientation |
| | 92. Initial greeting by faculty and staff (L) |
| D. Handling multiple responsibilities | 4. Scheduling classes around personal responsibilities |
| | 6. Time to do everything |
| | 7. Work schedule |
| | 9. Spouse's opposition or lack of support |
| | 12. Family conflict |
| | 16. Caring for family |
| | 17. Finding/keeping a babysitter |
| | 24. Having young children |
| | 46. Finding adequate study time |
| | 52. Nature of work responsibility |
| | 64. Taking care of parent or sick children |
| | 75. Doing housework chores |
| | 76. Having teenage children |
| | 79. Having a child with learning disability |
| | 83. Religious interests and activities |
| | 85. Recreational interests and activities |
| E. Time management | 6. Time to do everything |
| | 7. Work schedule |
| | 45. Stress from work |
| | 49. Time required to complete program on part-time basis |
| | 58. Being able to complete program in 2 years |
| | 80. Finding a place to study |
| F. Lack of information and services | 5. Not knowing where to go for help |
| | 10. Becoming confused during registration |
| | 21. Lack of career plan |
| | 23. Finding and meeting advisors |
| | 29. Not having talked to anyone |
| | 30. Not having counseling |
| | 36. Insufficient time for counseling |
| | 39. Having to take admissions examinations |
| | 41. Indifference of staff |
| | 50. Receiving conflicting information from advisors |
| | 61. Disinterest in prerequisite courses |
| | 62. Insufficient supply of college catalogs |
| | 65. Inappropriateness of orientation programs |
| | 90. Personal one to one contact (L) |
| Not related to 15 most critical factors by at least five Consortium Meeting Participants | 35. Transportation |
| | 37. Math skills |
| | 54. Distance of home to school |
| | 56. English composition |

| | |
|---|---|
| Not related (continued) | 69. Parking at school #1 |
| | 71. Having additional classes recommended |
| | 72. English grammar, diagramming sentences |
| | 77. Boring nature of introductory courses, lectures |
| | 78. Was sick |
| | 81. Low energy |
| | 82. Social interests and activities |
| | 86. Phlebitis |
| | 87. Walk up and down hill at school #2 |
| | 88. Back injury |
| | 89. Gall bladder surgery |
| | 91. Liaison encouragement between employees and school (L) |
| | 93. Typing skills |

These interpretations of the VDT #1 research findings will provide participants in the Lifelong Learning Program with a basis on which to facilitate their examination and recommendation of factors to be addressed as part of Research Question #2, What intervention(s) can be developed and used to moderate the influence of factors that impede and enhance those factors that facilitate adults in making a commitment to enter vocational training.

# APPENDIX A

## Interview Guide for Students Enrolled

INTERVIEW FOR STUDENTS ENROLLED

1.0 INTRODUCTION

My name is _____. I'm working with the Appalachia Educational Laboratory in Charleston to find out more about adults' reasons for going back to school. We're asking 40 people here at _____ to answer the same set of questions, and 40 more people at another community college.

I have a lot of questions prepared and some of them may be hard to understand, so let me know if you're not sure what I mean. If I ask you about anything that you would rather not talk about, just tell me and we'll skip that question.

I'm running my tape recorder so I can get down everything you say without having to take the time to write a lot of notes while you're talking. Your name won't be written on the records we make of this interview, so I'm the only one who will know you are the person I talked to. When we write a report on the interviews we've done, the things you've said will be put together with what the others say, so no one will know exactly what you said.

Do you have any questions before we begin?

## 2.0 REASONS FOR APPLICATION

2.1 First, I'd like to know about why you applied to ACC/SVCC?

2.2 Who (else) did you talk to about going to ACC/SVCC?

- What did they say?
- Anyone else? What did they say?
- Anyone from where you work?
  - What did they say?
- Anyone from the community college?
  - What did they say?

*2.3 What finally made you decide to apply?

(PROBE this response for consistency with 2.1 and 2.2 responses, for example, How does this relate to what you said earlier (repeat main idea if necessary)

2.4 Did you have any difficulty or concerns with the admissions process?

PROBE

- Did anyone ask you to take any tests?
  - What were they?
  - How did you do?

2.5 Did you attend orientation?

- Was it helpful? How?

2.6 Where do you see yourself five years from now?

- What will you be doing?
- How does that relate to going to ACC/SVCC?

3. PLANNED PROGRAM

3.1 What program of study are you interested in?

*3.2 What made you decide to take (name of program)?

- How long have you been interested in this?

3.3 What are the main things you will have to learn?

PROBE

3.4 Where did you look for information about the program?

- What did you find out?
- Was it easy or hard to find information?
- Did you talk with an academic advisor?
  - What did s/he say?
- Were you asked to take any additional courses to help you get started?
  - Reading?
  - Math

    IF yes, by whom?

    - Why do you think they wanted you to do that?

## 4.0 EMPLOYMENT PLANS

4.1 What kind of a job do you hope to get when you complete the program? (or) You said you wanted to become a (name occupation).

- Have you ever done that kind of work before?
- Have you ever been around people who did?
- What is it about the work that you like?

**IF** employment is not the reason for going to school, go on to section 5.

**IF** working for a specific employer is more important than occupation, use name of company instead of occupation.

4.2 When did you decide you wanted to be a (name occupation)?

4.3 Let's say you finish your program at ACC/SVCC and then find out that they aren't hiring any (name occupation).

- What will you do then?

**PROBE** for example, would you be willing to move somewhere where you could be come a _____?

**IF** another occupation - repeat subquestions 4.1.

## 5.0 PERSONAL/FAMILY/EMPLOYMENT CONSIDERATIONS

5.1 Now that you've decided to enroll in school, how will this effect other things in your life?

**IF** family, use 5.2 first.

**IF** personal, use 5.3 first.

**IF** employment, use 5.4 first.

5.2 What family members may have a hard time because you're going to school?

- ~~What~~ do you think it may be hard for them?
- What would you do if it became a big problem?

5.3 What other people or activities will be affected by your going to school?

- What (who) are they?
- How will they be affected?
- How will you handle that?

5.4 Are you (you said you were) employed? How will school and working affect each other?

- Does your employer support your returning to school?

## 6.0 PLANS FOR BEING A STUDENT

6.1 I'd like to ask you about some of the practical arrangements you'll be making in order to go to school. First, I'd like to ask you about your program. How long will it take to get through?

- Do you need to get a certain grade average to get a certificate or diploma in (program)?

  **IF** yes, ask

  - What is that?
  - Do you think that will be hard for you?
  - Why/Why not?

6.2 What about finances. Will you be paying your tuition and other expenses by yourself or will you need some help with that?

**IF** help, ask

- Where will it come from?
- Will it cover everything?
- How will you make up the rest?

**IF** financial aid from institution, ask

- Have you received that yet? If not,

  **PROBE**.

6.3 How about transportation. How will you get to and from school?

- Do you expect any problems with transportation?

  **IF** yes

  - How will you handle that?

6.4 How do you plan to handle studying?

- Will you have very much homework?
- How will you be able to do it all?
- Are there times when you may need help?
- What kind of help is available?

6.5 Can you describe what you think a typical day will be like for you?

Start in the morning and tell me what you will do.

7.0 BARRIERS/SUPPORTS or (PROBE for recognition and ideas about solutions)

7.1 What is going to be the biggest barrier to your completing your program at ACC/SVCC?

- Why?
- How will you handle that?
- Do you think it will be hard to do the work?
- Where will you study?
- Are there any other things that make it difficult to complete your program?
- Do you think you'll have enough energy to do all these things?
- Is there a point where these difficulties cause you to drop out?

7.2 What things do you have going for you?

- Why do you say that?
- What else will help you?

7.3 Now that you've been at school for a few days, what things do you like the most so far?

- What do you like least?
- Have you come across anything that has made it harder for you? What is that?

8.0 OTHER

8.1 Is there anything else you think I should know about your educational and occupational plans?

Thank you very much for taking the time to talk to me. (turn off recorder)

In order to help us understand a little background information about each person interviewed, we are asking everyone to take a few minutes to complete a brief survey. We do not need your name. Would you mind helping us a little more by filling this out. I will wait for you and would be glad to answer any questions you might have.

APPENDIX B

Interview Guide for Students Not Enrolled

## INTERVIEW FOR STUDENTS NOT ENROLLED

### 1.0 INTRODUCTION

My name is _____. I'm working with the Appalachia Educational Laboratory in Charleston to find out more about adults' reasons for going back to school. We're asking 40 people here at _____ to answer the same set of questions, and 40 more people at another community college.

I have a lot of questions prepared and some of them may be hard to understand, so let me know if you're not sure what I mean. If I ask you about anything that you would rather not talk about, just tell me and we'll skip that question.

I'm running my tape recorder so I can get down everything you say without having to take the time to write a lot of notes while you're talking. Your name won't be written on the records we make of this interview, so I'm the only one who will know you are the person I talk to. When we write a report on the interviews we've done, the things you've said will be put together with what the others say, so no one will know exactly what you said.

Do you have any questions before we begin?

## 2.0 REASONS FOR APPLICATION

2.1 First, I'd like to know about why you applied to ACC/SVCC?

PROBE

2.2 Who (else) did you talk to about going to ACC/SVCC?

- What did they say?
- Anyone else? What did they say?
- Anyone from where you work?
  - What did they say?
- Anyone from the community college?
  - What did they say?

*2.3 What finally made you decide to apply?

(PROBE this response for consistency with 2.1 and 2.2 responses, for example, How does this relate to what you said earlier (repeat main idea if necessary)

## 3.0 PARTICIPATION IN ADMISSIONS

3.1 How much of the admissions process did you complete before deciding not to attend?

IF application only, ask 3.2

IF registration, ask 3.2 and 3.3

IF orientation, ask 3.2, 3.3, and 3.4

IF academic advising, ask 3.2-3.6

3.2 Did anything about the application process contribute to your decision not to attend?

PROBE

- Was information asked for which you didn't understand?

  If yes, what was that?

3.3 Were there any aspects of registration that contributed to your decision not to attend?

PROBE

- Was any part of the process confusing?

  If yes, what part?

- How did you know what steps to follow?

- Was the set up for fee payment clear?

  If no, what was unclear?

3.4. How was orientation helpful?

- How was it not helpful?

  PROBE

3.5 Did you meet with a counselor or department head?

- If yes, what did he/she tell you?

  PROBE

3.6 Did you have any difficulty identifying your academic advisor?

If yes, why was that?

- What was your reason for seeing your advisor?
- How was the meeting helpful?
- How was the meeting unhelpful?

PROBE

3.7 Did anyone ask you to take additional courses or tests?

- What were they?
- How did you feel about them?
- How did you do?

4.0 PROGRAM

4.1 What program of study were you interested in?

4.2 What made you pick (name of program)?

- How long have you been interested in this?

4.3 What are the main things you would have had to learn?

PROBE

4.4 Did you have very much information about the program?

- What did you find out?
- Was it easy or hard to find information?

## 5.0 EMPLOYMENT

5.1 Are you employed now?

- What type of work do you do?

5.2 If you could change some things about the kind of work you do, what would you change?

PROBE i.e., Were you hoping to get into a different type of employment? Were you hoping to advance where you are working now?

5.3 How could going to school help you do that?

PROBE

5.4 Where do you see yourself five years from now?

- What will you be doing?
- How did your plan to go to ACC/SVCC relate to this?

## 6.0 BARRIERS/SUPPORTS

6.1 What was the biggest barrier to your returning to school?

- Why?

PROBE

- Have you thought about ways to handle that?
- Were there any other things that make it difficult to return?

IF family, use 6.2 first

IF personal, use 6.3 first

IF employment, use 6.4 first

6.2 Many adults indicated that some family members resist their returning to school. Did any of your family members resist the idea of your returning to school?

- Why do you think they resisted?
- What did you do about it?

6.3 What other people or activities were affected by your efforts to return?

- What (who) are they?
- How were they affected?
- How did you handle that?

6.4 IF employed, how would school and working have affected each other?

- Did your employer support your returning to school?

6.5 Do you think you could do the school work?

- Why is that?

PROBE

6.6 Based on what you've just told me, what do you see as the most critical things that kept you from attending ACC/SVCC?

6.7 What things did you have going for you to help you return to school?

- Why do you say that?
- What else would help you?

7.0 OTHER

7.1 Is there anything else you think I should know about your educational and occupational plans?

Thank you very much for taking the time to talk to me. (turn off recorder)

In order to help us understand a little background information about each person interviewed, we are asking everyone to take a few minutes to complete a brief survey. We do not need your name. Would you mind helping us a little more by filling this out? I will wait for you and would be glad to answer any questions you might have.

# APPENDIX C

## General Instructions for Initial Telephone Contacts

GENERAL INSTRUCTIONS FOR INITIAL TELEPHONE CONTACTS

The attached "scripts" may be used word-for-word or adapted. Just make sure to convey all of the information. Your ability to reassure and encourage people to participate in the interview is critical to the study's success. This will be especially challenging for the nonenrollees.

The numbered questions preceding the request for an interview are designed to screen out people who don't fit the study. We want to screen out:

1. those who have been out of high school one year or less
2. those who have attended college or technical school after high school
3. those who are not interested in a regular program.

For nonenrollees, we also want to screen out

4. those who are attending another school.

If you learn that the person you have called fits any one of these criteria, you need not go any further. Say, for example: "That's all the information I needed, thank you very much."

For those we want to include in the study, there may be some reluctance to agree to an interview just because they are not sure what is involved. You may need to provide additional information or ask if you can answer any questions before asking for a decision and making an appointment.

APPENDIX D

Telephone Contact for Students Enrolled

TELEPHONE CONTACT FOR STUDENTS ENROLLED

This is _____. I'm a (former) student at ACC/SVCC and I'm calling several of the people who have enrolled for this term. Is my information correct, are you enrolled?

I'm working with the Appalachia Educational Laboratory in Charleston to find out about adults going back to school. Could I ask you a couple of questions?

1. How long has it been since you were in high school?
2. Have you ever gone to college or a technical school after high school?
3. Do you hope to complete a regular program at ACC/SVCC or are you just taking a few courses?

| |
|---|
| If respondent answers yes to any of these questions, you need not go further. Say, for example: "That's all the information I need. Thank you very much." |

I'd really like to have a chance to talk to you in more detail. The questions I'd like to ask you are about your reasons for going back to school and some of the things that either make it easier or make it harder for you to do that. It would take about half an hour. The interview will be tape recorded, but your name and what you say will be confidential. Your answers will help the people in Charleston understand the problems adults like you face in returning to school. Then they can develop things to make it easier for adults to return to school. Would you be willing to talk with me at ACC/SVCC sometime soon?

What would be a good time for you? (Set a specific time and place. Indicate any schedule constraints.)

Thanks a lot. I'll look for you then (repeat time and place). If something comes up and you can't make it, you can reach me at _____.

| |
|---|
| If information is asked about AEL, you may want to describe the Lab as a research center established by Congress to study and help solve educational problems in this area of the country. |

If a person refuses to be interviewed, try as tactfully as possible to learn why s/he does not wish to be interviewed. Ask, for example, "Would you mind telling me why you would rather not be interviewed?" If you can get this information, record it on your list of names.

APPENDIX E

Telephone Contact for Students Not Enrolled

TELEPHONE CONTACT FOR STUDENTS NOT ENROLLED

This is _____. I'm a (former) student at ACC/SVCC and I'm calling several of the people who applied but did not enroll for this term. Is my information correct, did you apply?

I'm working with the Appalachia Educational Laboratory in Charleston to find out about adults going back to school. Could I ask you a couple of questions?

1. How long has it been since you were in high school?
2. Have you ever gone to college or a technical school after high school?
3. Are you currently enrolled in school?

| |
|---|
| If respondent answers yes to any of these questions, you need not go further. Say, for example: "that's all the information I need. Thank you very much. |

I'd really like to have a chance to talk to you in more detail. The questions I'd like to ask you are about your reasons for wanting to go back to school and some of the things that made it difficult for you to do that. It would take about half an hour. The interview will be tape recorded, but your name and what you say will be confidential. Your answers will help the people in Charleston understand the problems adults like you face in returning to school. Then they can develop things to make it easier for adults to return to school. Would you be willing to talk with me sometime soon?

Where and when would be a good time for you? (Set a specific time and place. Indicate any schedule constraints.)

Thanks a lot. I'll look for you then (repeat time and place). If something comes up and you can't make it, you can reach me at _____.

| |
|---|
| If information is asked about AEL, you may want to describe the Lab as a research center established by Congress to study and help solve educational problems in this area of the country. |

If a person refuses to be interviewed, try as tactfully as possible to learn why s/he does not wish to be interviewed. Ask, for example, "Would you mind telling me why you would rather not be interviewed?" If you can get this information, record it on your list of names.

APPENDIX F

Background Information Sheet

Tape # _____

BACKGROUND INFORMATION

Age _____ Sex _____

Marital status: married ___ single ___ divorced ___ widowed ___

Number of children _____ Their ages _____

Other types of dependents (for example, elderly parents)

_____

_____

_____

_____

_____

_____

Education

Highest grade completed _____

Type of program (for example, general, vocational, college prep) _____

How many years have you been out of school? _____

Have you had any type of training since high school (like at work)?

Yes ___ No ___

If yes, please list type of training: how long

_____ _____

_____ _____

_____ _____

Work History

Are you employed now? Yes ___ No ___

If yes, list

your employer _____

your job title _____

how long you have worked here _____

List below the five most recent jobs you have had.

| Name of Employer | Your Job Title | Length of Time Worked |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

How many other jobs have you had in addition to these five? _____

APPENDIX G

Interview Summary

Respondent # _____
Interviewer _____
Date _____ Time _____
Location _____
Approximate Length _____

## Interview Summary

Your comments to the following questions are important to us in interpreting the interview data.

1. After interviewing this person, do you think s/he is still appropriate for including in the study? If no, explain.

2. How would you rate the adult's overall responses in terms of the design for the study? Check one, then explain briefly.

   The interviewee seems

   ___ I. Committed to returning to school--goals are clear major problems accounted for and has all necessary information.

   ___ II. Nearing a commitment having general goals, and is seeking relevant information with regard to school.

   ___ III. Uncommitted with goals that are unrealistic or unclear, missing some essential information and is easily blocked by problems.

3. How candid or forthright do you feel the respondent was to the questions?

4. Were there any specific parts of the interview that respondent seemed reluctant to answer?

5. Were there any parts of the interview that seemed more diffiuclt or confusing? Why?

6. Did anything happen during the interview that may have influenced the results?

7. Was anything said after the interview that may be helpful in understanding the results?

8. How would you evaluate the interview with respect to its usefulness in understanding the problems and concerns of adults in returning to school?

9. Other comments and observations.

## APPENDIX H

## Prioritizing the Factors that Facilitate and Impede Adults in Making a Commitment to Enter Vocational Training

PRIORITIZING THE FACTORS THAT FACILITATE AND IMPEDE ADULTS IN MAKING A COMMITMENT TO ENTER VOCATIONAL TRAINING

Instructions

There are two types of ratings to be conducted on the lists of facilitating and impeding factors. The first rating will involve prioritizing the factors to identify those which you think are the most critical. The second will involve prioritizing the critical factors you identified to determine those which you think are the most amenable to interventions.

Please follow the steps below in completing the ratings:

1. Read through the two lists of factors and place a check mark by those that you think are the most critical in terms of facilitating or impeding adults in making the commitment to enter vocational training.

2. In the spaces under the column marked "15 Most Critical," rank order those factors you identified to indicate the 15 facilitating factors that you think are the most critical and the 15 impeding factors that you think are the most critical. Use number 1 to indicate the factor that you think is the most critical on each list.

   Some factors listed are very similar to others; i.e., "desire for a better life" and "having a better future." Rather than ranking separately several factors that you think relate to the same concept, group similar ones by giving them the same rating; i.e.,

   | | | | |
   |---|---|---|---|
   | 1 | ___ | desire for a better life | |
   | ___ | ___ | programs offered | 1 = improved future |
   | 1 | ___ | having a better future | |

   Then give the group of factors an appropriate label, such as: 1 = improved future.

3. After you have rated the 15 most critical facilitating and 15 most critical impeding factors, review these 30 factors together in relation to how amenable to interventions you think they are.

4. Then on the form entitled "Most Amenable to Interventions," list those 10 of the 30 critical factors that you think are the most amenable to change by interventions. In the spaces provided to the right of the list, rank order the 10 factors with number 1 being the factor you think is the most amenable to change by interventions.

Name _____ Date _____

PRIORITIZING OF FACTORS THAT FACILITATE ADULTS IN MAKING A COMMITMENT TO ENTER VOCATIONAL TRAINING

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| | | **Institutional Characteristics** |
| ___ | ___ | Location of school |
| ___ | ___ | School's reputation |
| ___ | ___ | Programs offered |
| ___ | ___ | Information about school and programs |
| ___ | ___ | Transfer program to four year institutions |
| ___ | ___ | Accreditation |
| ___ | ___ | Lower education costs |
| ___ | ___ | Financial aid programs (Pell Grant, loans, GI bill, Veteran's assistance) |
| ___ | ___ | Size of school |
| ___ | ___ | Attractiveness of buildings |
| ___ | ___ | Atmosphere of school |
| ___ | ___ | More freedom than in high school |
| ___ | ___ | Instructors |
| ___ | ___ | Displaced Homemaker Program |
| | | **Admissions Process and Activities** |
| ___ | ___ | College catalog |
| ___ | ___ | Admissions information |
| ___ | ___ | Program information |
| ___ | ___ | Newspaper releases about school and offerings |
| ___ | ___ | Orientation program |
| ___ | ___ | Registration process |
| | | **Professional Services Received** |
| ___ | ___ | School's counseling services |
| ___ | ___ | Admissions staff |
| ___ | ___ | Community mental health counseling services |
| ___ | ___ | Vocational Rehabilitation services |

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| ___ | ___ | High school counseling services |
| ___ | ___ | Financial aid counseling services |
| ___ | ___ | Academic advising |
| ___ | ___ | Instructor assistance |
| ___ | ___ | Extra help from instructors |
| ___ | ___ | Tutoring services |
| ___ | ___ | Remedial/Developmental courses |

Adults' Motivation

| | | |
|---|---|---|
| ___ | ___ | Intellectual stimulation |
| ___ | ___ | Curiosity |
| ___ | ___ | The challenge |
| ___ | ___ | Further education |
| ___ | ___ | The "right time" to return |
| ___ | ___ | Desire to succeed |
| ___ | ___ | Personal improvement |
| ___ | ___ | Improve self-image |
| ___ | ___ | Desire for better life |
| ___ | ___ | Have a better future |
| ___ | ___ | Knowing what s/he wants out of life |
| ___ | ___ | Get a degree |
| ___ | ___ | Desire to be a professional |
| ___ | ___ | Facilitate career change |
| ___ | ___ | God's will |
| ___ | ___ | Get off welfare |
| ___ | ___ | Set example for children |
| ___ | ___ | Become financially independent |
| ___ | ___ | Be able to do something well |
| ___ | ___ | Have something meaningful to do |
| ___ | ___ | Doing something for self |
| ___ | ___ | Work on goal |
| ___ | ___ | Opportunities for social involvement |
| ___ | ___ | Opportunities for career exploration |
| ___ | ___ | Rebuild basic skills |
| ___ | ___ | Pretty women |

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| | | **Adults' Personal Circumstances and Characteristics** |
| ___ | ___ | Personal determination |
| ___ | ___ | Own motivation |
| ___ | ___ | Being more mature |
| ___ | ___ | Positive attitude toward life |
| ___ | ___ | Doesn't mind studying |
| ___ | ___ | Ability to get along with people |
| ___ | ___ | Intellectual ability |
| ___ | ___ | Good comprehension |
| ___ | ___ | Good study habits |
| ___ | ___ | Success in getting GED |
| ___ | ___ | Knowledge about school and programs |
| ___ | ___ | Encounters with current or prior students |
| ___ | ___ | Occupational knowledge |
| ___ | ___ | Have sufficient income |
| ___ | ___ | Adequate personal or family finances |
| ___ | ___ | Family financial support |
| ___ | ___ | Veteran's benefits running out |
| ___ | ___ | Receiving unemployment funds |
| ___ | ___ | Employer financial assistance |
| ___ | ___ | Having a loan |
| ___ | ___ | Age of children |
| ___ | ___ | Availability of transportation |
| ___ | ___ | Past training |
| ___ | ___ | Had many of the courses in high school |
| | | **Encouragement and Support from Family and Friends** |
| ___ | ___ | Relatives attending or that attended school |
| ___ | ___ | Friends attending or that attended school |
| ___ | ___ | Immediate family encouragement |
| ___ | ___ | Encouragement from employer or work mates |
| ___ | ___ | Encouragement from students currently enrolled |

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| | | **Employment Motivations** |
| ___ | ___ | Improve job knowledge or skills |
| ___ | ___ | Promotion or advancement |
| ___ | ___ | Desire for future job security |
| ___ | ___ | Get a better job |
| ___ | ___ | Find satisfying employment |
| ___ | ___ | Become employed |
| ___ | ___ | Enter a specific occupation |
| ___ | ___ | Start own business |
| ___ | ___ | Increase income |
| ___ | ___ | Contribute to family support |
| | | **Employment Circumstances** |
| ___ | ___ | Current job |
| ___ | ___ | Interest in special field of work |
| ___ | ___ | Employment experiences in field of interest |
| ___ | ___ | Past work experience getting nowhere |
| ___ | ___ | Currently laid off or unemployed |

Name _____ Date _____

PRIORITIZING FACTORS THAT IMPEDE ADULTS IN MAKING A COMMITMENT TO ENTER VOCATIONAL TRAINING

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| | | **Lack of Information** |
| ___ | ___ | Access to information on programs |
| ___ | ___ | Access to school staff for information |
| ___ | ___ | Receiving conflicting information from advisors |
| ___ | ___ | Not knowing what to expect |
| ___ | ___ | "Others seem to know what is going on" |
| ___ | ___ | Unfamiliar with buildings, rooms, staff, and procedures |
| ___ | ___ | Not knowing where to go for help |
| ___ | ___ | Not having talked to anyone |
| | | **Admissions Process** |
| ___ | ___ | Not having counseling |
| ___ | ___ | Insufficient time for counseling |
| ___ | ___ | Access to counselors during registration |
| ___ | ___ | Getting "the run around" during registration |
| ___ | ___ | Becoming confused during registration |
| ___ | ___ | Registration process long and complicated |
| ___ | ___ | Indifference of staff |
| ___ | ___ | Feeling of having done poorly on admissions tests |
| ___ | ___ | Having to take admissions examinations |
| ___ | ___ | Inappropriateness of orientation program |
| ___ | ___ | Pessimism projected in nursing orientation |
| ___ | ___ | Finding and meeting advisors |
| ___ | ___ | Insufficient supply of college catalogs |
| ___ | ___ | Time required to secure financial aid |
| | | **Personal Circumstances, Characteristics, and Motivations** |
| ___ | ___ | Scheduling classes around personal responsibilities |
| ___ | ___ | Finances |

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| ___ | ___ | Not getting financial aid |
| ___ | ___ | Limited personal/family income |
| ___ | ___ | Becoming unemployed and losing income |
| ___ | ___ | Age |
| ___ | ___ | Being undecided about personal and program goals |
| ___ | ___ | Lack of career plan |
| ___ | ___ | Math skills |
| ___ | ___ | English composition |
| ___ | ___ | English grammar, diagramming sentences |
| ___ | ___ | Typing skills |
| ___ | ___ | Having done poorly in high school |
| ___ | ___ | Not being ready to return to school |
| ___ | ___ | Difficulty concentrating |
| ___ | ___ | Getting the brain working again |
| ___ | ___ | Forcing self to learn again |
| ___ | ___ | Getting back into the routine of school |
| ___ | ___ | Being out of school so long |
| ___ | ___ | Shock of going to school full-time |
| ___ | ___ | Forgot how to study |
| ___ | ___ | Finding adequate study time |
| ___ | ___ | Finding a place to study |
| ___ | ___ | Low self-confidence |
| ___ | ___ | Doubt ability to do classwork |
| ___ | ___ | Being able to do homework |
| ___ | ___ | Self-doubts |
| ___ | ___ | Fear of not being able to "keep up" |
| ___ | ___ | Anxiety over being capable of doing the work |
| ___ | ___ | Scared during registration |
| ___ | ___ | Afraid of having forgotten so much |
| ___ | ___ | Afraid of not being accepted into desired program |
| ___ | ___ | Afraid of not being accepted by younger students |
| ___ | ___ | Afraid to compete with younger students |
| ___ | ___ | Attitudes and immaturity of younger students |
| ___ | ___ | Low energy |
| ___ | ___ | Lazy |

| 15 Most Critical (rank 1 to 15) | Most Critical (use checkmark) | |
|---|---|---|
| ___ | ___ | Disinterest in prerequisite courses |
| ___ | ___ | Boring nature of introductory courses, lectures |
| ___ | ___ | Program requirements different than expected |
| ___ | ___ | Having additional classes recommended |
| ___ | ___ | Not being able to directly enter nursing program |
| ___ | ___ | Time required to complete program on part-time basis |
| ___ | ___ | Being able to complete program in two years |
| ___ | ___ | Transportation |
| ___ | ___ | Distance of home to school |
| ___ | ___ | Parking at school #1 |
| ___ | ___ | Walk up and down hill at school #2 |
| ___ | ___ | Back injury |
| ___ | ___ | Gall bladder surgery |
| ___ | ___ | Was sick |
| ___ | ___ | Phlebitis |

Family, Work, and Other Responsibilities and Interests

| | | |
|---|---|---|
| ___ | ___ | Work schedule |
| ___ | ___ | Nature of work responsibility |
| ___ | ___ | Stress from work |
| ___ | ___ | Family conflict |
| ___ | ___ | Spouse's opposition or lack of support |
| ___ | ___ | Caring for family |
| ___ | ___ | Taking care of parent or sick children |
| ___ | ___ | Finding/keeping a babysitter |
| ___ | ___ | Having young children |
| ___ | ___ | Having child with learning disability |
| ___ | ___ | Having teenage children |
| ___ | ___ | Doing housework chores |
| ___ | ___ | Social interests and activities |
| ___ | ___ | Religious interests and activities |
| ___ | ___ | Recreational interests and activities |
| ___ | ___ | Time to do everything |

Name _____ Date _____

TEN FACTORS MOST AMENABLE TO INTERVENTIONS

Instructions:

Review the 15 impeding and 15 facilitating factors you rated as most critical. Of these 30 factors, list below the 10 which you think are the most amenable to change by interventions. In the spaces to the right of this list, rank order the factors from 1 to 10 with 1 being the factor you think is most amenable to change by interventions.

| Factors | Rank |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

APPENDIX I

Vocational Development Task #1 Critical Factor Ratings

Vocational Development Task #1
Critical Factor Ratings

This appendix contains ratings of the critical factors that facilitate and those that impede adults in making a commitment to enter vocational training. The factors are listed in order of their rated criticality and are presented on different colored sheets:

white - combined ratings of SVCC and ACC
buff - ACC ratings
salmon - SVCC ratings

Facilitating Factors Listed in Order of Criticality
Based on Total SVCC and ACC Group Ratings
(N = 51)

| Criticality Weighted Score* | Facilitating Factors | Amenability Weighted Score* |
|---|---|---|
| 141 | Financial aid program | 33 |
| 104 | Lower education costs | 10 |
| 100 | School's counseling services | 41 |
| 98 | Programs offered | 30 |
| 86 | Location of school | 1 |
| 86 | Academic advising | 60 |
| 85 | Immediate family encouragement | 6 |
| 82 | Improve job knowledge or skills | 30 |
| 80 | Financial aid counseling services | 35 |
| 80 | Promotion or advancement | 7 |
| 77 | Desire for better life | 8 |
| 77 | Become employed | 9 |
| 75 | Admissions information | 57 |
| 74 | Desire for future job security | 4 |
| 72 | Personal improvement | 11 |
| 71 | Personal determination | 6 |
| 67 | Get a better job | 7 |
| 64 | Program information | 23 |
| 64 | Have a better future | 2 |
| 63 | Information about school and programs | 46 |
| 61 | Currently laid off or unemployed | 0 |
| 59 | Admissions staff | 10 |
| 59 | Desire to succeed | 0 |
| 57 | Become financially independent | 3 |
| 57 | Encouragement from employer or work mates | 4 |
| 56 | Own motivation | 4 |
| 54 | Knowledge about school and programs | 5 |
| 54 | Friends attending or that attended school | 0 |
| 53 | Further education | 3 |
| 51 | Increase income | 4 |
| 49 | Instructor assistance | 17 |
| 47 | Instructors | 13 |
| 47 | Find satisfying employment | 8 |
| 45 | Relatives attending or that attended school | 0 |
| 44 | Registration process | 34 |
| 43 | Adequate personal or family finances | 0 |
| 42 | Improve self-image | 9 |
| 42 | Past work experience getting nowhere | 2 |
| 41 | Atmosphere of school | 14 |
| 41 | Newspaper releases about school and offerings | 17 |
| 39 | Facilitate career change | 11 |
| 38 | Transfer program to four year institutions | 11 |
| 37 | Availability of transportation | 6 |
| 36 | Have something meaningful to do | 2 |
| 35 | Doing something for self | 4 |

*Highest possible score = 204

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 33 | School's reputation | 2 |
| 33 | Enter a specific occupation | 5 |
| 32 | Extra help from instructors | 16 |
| 32 | Get a degree | 5 |
| 32 | Employer financial assistance | 4 |
| 32 | Encouragement from students currently enrolled | 0 |
| 31 | Opportunities for career exploration | 5 |
| 29 | Have sufficient income | 3 |
| 28 | Work on goal | 2 |
| 28 | Encounters with current or prior students | 0 |
| 28 | Age of children | 0 |
| 28 | Contribute to family support | 1 |
| 27 | Family financial support | 0 |
| 27 | Current job | 2 |
| 26 | Interest in special field of work | 0 |
| 25 | College catalog | 6 |
| 25 | Orientation program | 21 |
| 25 | Tutoring services | 10 |
| 25 | The "right time" to return | 0 |
| 25 | Rebuild basic skills | 12 |
| 23 | Remedial/developmental courses | 15 |
| 20 | Veteran's benefits running out | 3 |
| 19 | Knowing what s/he wants out of life | 0 |
| 17 | Desire to be a professional | 0 |
| 17 | Being more mature | 0 |
| 15 | Accreditation | 0 |
| 15 | Employment experiences in field of interest | 0 |
| 14 | The challenge | 0 |
| 13 | Opportunities for social involvement | 2 |
| 13 | Positive attitude toward life | 4 |
| 13 | Intellectual ability | 2 |
| 13 | Start own business | 0 |
| 12 | Vocational rehabilitation services | 0 |
| 12 | Intellectual stimulation | 3 |
| 12 | Success in getting GED | 0 |
| 11 | Displaced homemaker program | 0 |
| 11 | Get off welfare | 1 |
| 11 | Be able to do something well | 2 |
| 11 | Occupational knowledge | 4 |
| 11 | Having a loan | 0 |
| 10 | Good study habits | 2 |
| 7 | Receiving unemployment funds | 0 |
| 6 | Size of school | 0 |
| 6 | Curiosity | 0 |
| 5 | High school counseling services | 5 |
| 5 | Good comprehension | 0 |
| 4 | Past training | 0 |
| 4 | More freedom than in high school | 0 |
| 4 | Community mental health counseling services | 0 |

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 4 | Set example for children | 0 |
| 3 | Ability to get along with people | 0 |
| 2 | Attractiveness of buildings | 0 |
| 2 | Pretty women | 0 |
| 1 | God's will | 0 |
| 1 | Doesn't mind studying | 0 |
| 1 | Had many of the courses in high school | 0 |

Impeding Factors Listed in Order of Criticality
Based on Total SVCC and ACC Group Ratings
(N = 51)

| Criticality Weighted Score * | Impeding Factors | Amenability Weighted Score * |
|---|---|---|
| 141 | Finances | 32 |
| 121 | Low self-confidence | 36 |
| 99 | Not knowing what to expect | 59 |
| 96 | Scheduling classes around personal responsibilities | 27 |
| 92 | Not knowing where to go for help | 60 |
| 90 | Time to do everything | 22 |
| 87 | Work schedule | 6 |
| 86 | Self-doubts | 20 |
| 85 | Spouse's opposition or lack of support | 3 |
| 79 | Becoming confused during registration | 60 |
| 79 | Limited personal/family income | 8 |
| 75 | Family conflict | 7 |
| 74 | Doubt ability to do classwork | 19 |
| 71 | Not getting financial aid | 14 |
| 69 | Being out of school so long | 14 |
| 64 | Caring for family | 0 |
| 64 | Finding/keeping a babysitter | 10 |
| 62 | Being undecided about personal and program goals | 21 |
| 60 | Access to information on programs | 41 |
| 60 | Getting "the run around" during registration | 34 |
| 59 | Lack of career plan | 20 |
| 59 | Fear of not being able to "keep up" | 15 |
| 56 | Finding and meeting advisors | 26 |
| 55 | Having young children | 8 |
| 54 | Age | 0 |
| 51 | Registration process long and complicated | 35 |
| 50 | Afraid to compete with younger students | 12 |
| 49 | Time required to secure financial aid | 7 |
| 48 | Not having talked to anyone | 12 |
| 48 | Not having counseling | 25 |
| 48 | Afraid of not being accepted by younger students | 14 |
| 47 | Having done poorly in high school | 5 |
| 44 | Unfamiliar with buildings, rooms, staff, and procedures | 27 |
| 41 | Anxiety over being capable of doing the work | 9 |
| 39 | Transportation | 16 |
| 38 | Insufficient time for counseling | 18 |
| 38 | Math skills | 19 |
| 37 | Access to school staff for information | 29 |
| 37 | Having to take admissions examinations | 12 |
| 36 | Afraid of having forgotten so much | 4 |
| 35 | Indifference of staff | 17 |

*Highest possible score = 204

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 35 | Getting back into the routine of school | 3 |
| 34 | Access to counselors during registration | 14 |
| 32 | Not being ready to return to school | 3 |
| 32 | Stress from work | 2 |
| 31 | Finding adequate study time | 5 |
| 30 | Forgot how to study | 6 |
| 30 | Program requirements different than expected | 13 |
| 30 | Time required to complete program on part-time basis | 0 |
| 28 | Receiving conflicting information from advisors | 16 |
| 26 | Being able to do homework | 7 |
| 26 | Nature of work responsibility | 0 |
| 25 | Feeling of having done poorly on admissions tests | 6 |
| 25 | Distance of home to school | 6 |
| 24 | Difficulty concentrating | 2 |
| 22 | English composition | 12 |
| 22 | Afraid of not being accepted into desired program | 10 |
| 22 | Being able to complete program in two years | 0 |
| 20 | Becoming unemployed and losing income | 1 |
| 20 | Scared during registration | 4 |
| 20 | Disinterest in prerequisite courses | 1 |
| 19 | Insufficient supply of college catalogs | 14 |
| 19 | Getting the brain working again | 0 |
| 19 | Taking care of parent or sick children | 0 |
| 18 | Inappropriateness of orientation program | 10 |
| 18 | Forcing self to learn again | 0 |
| 18 | Not being able to directly enter nursing program | 0 |
| 16 | Shock of going to school full time | 0 |
| 13 | Parking at school #1 | 5 |
| 12 | "Others seem to know what is going on" | 3 |
| 12 | Having additional classes recommended | 2 |
| 11 | English grammar, diagramming sentences | 4 |
| 10 | Attitude and immaturity of younger students | 3 |
| 10 | Lazy | 0 |
| 10 | Doing housework chores | 0 |
| 9 | Having teenage children | 0 |
| 8 | Boring nature of introductory courses, lectures | 0 |
| 8 | Was sick | 1 |
| 8 | Having child with learning disability | 0 |
| 6 | Finding a place to study | 3 |
| 6 | Low energy | 0 |
| 6 | Social interests and activities | 0 |
| 4 | Religious interests and activities | 0 |

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 3 | Pessimism projected in nursing orientation | 0 |
| 3 | Recreational interests and activities | 0 |
| 2 | Phlebitis | 0 |
| 1 | Walk up and down hill at school #2 | 0 |
| 1 | Back injury | 0 |
| 1 | Gall bladder surgery | 0 |
| 0 | Personal one to one contact (L) | 3 |
| 0 | Liaison encouragement between employees and school (L) | 8 |
| 0 | Initial greeting by faculty and staff (L) | 7 |
| 0 | Typing skills | 0 |

Facilitating Factors Listed in Order of Criticality
Based on ACC Advisory Group Ratings
(N = 13)

| Criticality Weighted Score* | Facilitating Factors | Amenability Weighted Score* |
|---|---|---|
| 41 | Financial aid programs (combined) | 8 |
| 36 | Academic advising | 32 |
| 33 | School's counseling services (combined) | 24 |
| 30 | Lower education costs | 8 |
| 25 | Programs offered | 9 |
| 25 | Financial aid counseling services | 21 |
| 23 | Desire for future job security | 4 |
| 22 | Become employed | 9 |
| 22 | Own motivation | 0 |
| 21 | Location of school | 1 |
| 20 | Doing something for self | 4 |
| 19 | Improve self-image | 9 |
| 18 | Admissions information | 19 |
| 18 | Have a better future | 2 |
| 18 | Become financially independent | 3 |
| 18 | Encouragement from employer or work mates | 2 |
| 17 | Personal improvement | 6 |
| 17 | Immediate family encouragement | 0 |
| 17 | Find satisfying employment | 5 |
| 16 | Instructor assistance | 9 |
| 16 | Work on goal | 2 |
| 15 | Information about school and programs | 17 |
| 15 | Personal determination | 0 |
| 14 | Instructors | 6 |
| 14 | Extra help from instructors | 12 |
| 14 | Have something meaningful to do | 2 |
| 14 | Have sufficient income | 3 |
| 14 | Adequate personal or family finances | 0 |
| 14 | Get a better job | 4 |
| 13 | Desire to succeed | 0 |
| 13 | Improve job knowledge or skills | 8 |
| 13 | Promotion or advancement | 3 |
| 13 | Enter a specific occupation | 5 |
| 13 | Increase income | 4 |
| 12 | Opportunities for career exploration | 3 |
| 12 | Knowledge about school and programs | 5 |
| 11 | Registration process | 13 |
| 11 | Admissions staff | 8 |
| 11 | Family financial support | 0 |
| 10 | Further education | 0 |
| 10 | Desire for better life | 6 |
| 10 | Friends attending or that attended school | 0 |
| 9 | Transfer program to four year institution | 3 |
| 9 | Facilitate career change | 5 |
| 9 | Be able to do something well | 2 |
| 9 | Intellectual ability | 2 |
| 9 | Encouragement from students currently enrolled | 0 |

*Highest possible score = 52

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 9 | Contribute to family support | 1 |
| 8 | The "right time" to return | 0 |
| 8 | Knowing what s/he wants out of life | 0 |
| 8 | Get a degree | 0 |
| 8 | Occupational knowledge | 0 |
| 7 | Orientation program | 8 |
| 7 | Opportunities for social involvement | 0 |
| 7 | Being more mature | 0 |
| 7 | Employer financial assistance | 2 |
| 7 | Availability of transportation | 4 |
| 7 | Interest in special field of work | 0 |
| 7 | Past work experience getting nowhere | 0 |
| 6 | Program information | 7 |
| 6 | Intellectual stimulation | 0 |
| 6 | Curiosity | 0 |
| 6 | Get off welfare | 1 |
| 6 | Relatives attending or that attended school | 0 |
| 5 | Displaced homemaker program | 0 |
| 5 | Newspaper releases about school and offerings | 5 |
| 5 | Remedial/developmental courses | 7 |
| 5 | Rebuild basic skills | 5 |
| 5 | Positive attitude toward life | 0 |
| 5 | Good study habits | 2 |
| 5 | Currently laid off or unemployed | 0 |
| 4 | School's reputation | 2 |
| 4 | Desire to be a professional | 0 |
| 4 | Good comprehension | 0 |
| 4 | Veteran's benefits running out | 3 |
| 3 | Atmosphere of school | 3 |
| 3 | Community mental health counseling services | 4 |
| 3 | High school counseling services | 4 |
| 3 | Receiving unemployment funds | 0 |
| 3 | Age of children | 0 |
| 3 | Past training | 0 |
| 2 | Vocational rehabilitation services | 4 |
| 2 | The challenge | 0 |
| 2 | Ability to get along with people | 0 |
| 2 | Current job | 0 |
| 2 | Employment experiences in field of interest | 0 |
| 1 | Accreditation | 0 |
| 1 | Pretty women | 0 |
| 1 | Doesn't mind studying | 0 |
| 1 | Having a loan | 0 |
| 0 | Size of school | 0 |
| 0 | Attractiveness of buildings | 0 |
| 0 | More freedom than in high school | 0 |
| 0 | College catalog | 0 |
| 0 | Tutoring services | 0 |

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 0 | God's will | 0 |
| 0 | Set example for children | 0 |
| 0 | Success in getting GED | 0 |
| 0 | Encounters with current or prior students | 0 |
| 0 | Had many of the courses in high school | 0 |
| 0 | Start own business | 0 |

Impeding Factors Listed in Order of Criticality
Based on ACC Advisory Group Ratings
(N = 13)

| Criticality Weighted Score* | Impeding Factors | Amenability Weighted Score* |
|---|---|---|
| 31 | Finances | 9 |
| 29 | Doubt ability to do classwork | 8 |
| 27 | Low self confidence | 12 |
| 27 | Family conflict | 2 |
| 27 | Spouse's oppositions or lack of support | 1 |
| 25 | Not knowing what to expect | 19 |
| 24 | Work schedule | 2 |
| 23 | Not knowing where to go for help | 23 |
| 23 | Self doubts | 6 |
| 23 | Finding/keeping a babysitter | 1 |
| 22 | Limited personal/family income | 3 |
| 20 | Access to information on programs | 18 |
| 18 | Having young children | 1 |
| 18 | Nature of work responsibility | 0 |
| 18 | Registration process long and complicated | 18 |
| 17 | Becoming confused during registration | 11 |
| 17 | Being undecided about personal and program goals | 4 |
| 17 | Lack of a career plan | 4 |
| 17 | Afraid to compete with younger students | 4 |
| 16 | Caring for family | 0 |
| 16 | Fear of not being able to "keep up" | 4 |
| 15 | Not getting financial aid | 4 |
| 15 | Afraid of having forgotten so much | 4 |
| 15 | Afraid of not being accepted by younger students | 8 |
| 15 | Time to do everything | 2 |
| 14 | Being out of school so long | 4 |
| 14 | Anxiety over being capable of doing the work | 6 |
| 13 | Insufficient time for counseling | 8 |
| 13 | Scheduling classes around personal responsibilities | 6 |
| 12 | Math skills | 6 |
| 11 | Access to school staff for information | 11 |
| 11 | Not being ready to return to school | 3 |
| 11 | Shock of going to school full time | 0 |
| 11 | Afraid of not being accepted into desired program | 6 |
| 11 | Transportation | 1 |
| 11 | Distance of home to school | 1 |
| 11 | Stress from work | 0 |
| 11 | Taking care of parent or sick children | 0 |
| 10 | Getting "the run around" during registration | 8 |
| 9 | Unfamiliar with building, rooms, staff, and procedures | 8 |
| 9 | Access to counselors during registration | 7 |

*Highest possible score = 52

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 9 | Indifference of staff | 8 |
| 9 | Forgot how to study | 3 |
| 9 | Attitudes and immaturity of younger students | 3 |
| 8 | Not having talked to anyone | 4 |
| 8 | Time required to secure financial aid | 4 |
| 8 | Age | 0 |
| 8 | Having done poorly in high school | 0 |
| 8 | Difficulty concentrating | 0 |
| 8 | Being able to do homework | 4 |
| 8 | Having teenage children | 0 |
| 7 | Getting the brain working again | 0 |
| 7 | Time required to complete program on part-time basis | 0 |
| 6 | Not having counseling | 4 |
| 6 | Having to take admissions examinations | 2 |
| 6 | Finding and meeting advisors | 8 |
| 6 | English composition | 4 |
| 6 | Finding adequate study time | 0 |
| 6 | Was sick | 1 |
| 5 | Social interests and activities | 0 |
| 4 | Inappropriateness of orientation program | 3 |
| 4 | English grammar, diagramming sentences | 2 |
| 4 | Forcing self to learn again | 0 |
| 4 | Lazy | 0 |
| 4 | Having additional classes recommended | 2 |
| 4 | Having child with learning diability | 0 |
| 3 | Receiving conflicting information from advisors | 3 |
| 3 | Feeling of having done poorly on admissions tests | 2 |
| 3 | Not being able to directly enter nursing program | 0 |
| 2 | Insufficient supply of college catalogs | 2 |
| 2 | Finding a place to study | 0 |
| 2 | Scared during registration | 0 |
| 2 | Program requirements different than expected | 2 |
| 2 | Being able to complete program in two years | 0 |
| 2 | Parking at school #1 | 2 |
| 2 | Doing housework chores | 0 |
| 1 | Pessimism projected in nursing orientation | 0 |
| 1 | Becoming unemployed and losing income | 1 |
| 1 | Getting back into the routine of school | 0 |
| 1 | Low energy | 0 |
| 1 | Disinterest in prerequisite courses | 0 |
| 1 | Boring nature of introductory courses, lectures | 0 |
| 1 | Phlebitis | 0 |
| 1 | Recreational interests and activities | 0 |
| 0 | "Others seem to know what is going on" | 0 |
| 0 | Typing skills | 0 |

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 0 | Walk up and down hill at school #2 | 0 |
| 0 | Back injury | 0 |
| 0 | Gall bladder surgery | 0 |
| 0 | Religious interests and activities | 0 |

Facilitating Factors Listed in Order of Criticality
Based on ACC Counseling and Admissions Staff
(N = 9)

| Criticality Weighted Score* | Facilitating Factors | Amenability Weighted Score* |
|---|---|---|
| 25 | Financial aid programs | 8 |
| 23 | School's counseling services | 8 |
| 22 | Admissions information | 13 |
| 22 | Academic advising | 18 |
| 18 | Programs offered | 6 |
| 16 | Information about school and programs | 8 |
| 16 | Admissions staff | 0 |
| 15 | Improve job knowledge or skills | 9 |
| 14 | Immediate family encouragement | 2 |
| 13 | Orientation program | 10 |
| 13 | Financial aid counseling services | 4 |
| 13 | Promotion or advancement | 0 |
| 13 | Currently laid off or unemployed | 0 |
| 12 | Become employed | 0 |
| 12 | Personal improvement | 3 |
| 12 | Location of school | 0 |
| 12 | Lower education costs | 0 |
| 12 | Registration process | 6 |
| 11 | Newspaper releases about school and offerings | 6 |
| 10 | Past work experience getting nowhere | 0 |
| 10 | Personal determination | 0 |
| 9 | College catalog | 0 |
| 9 | Program information | 4 |
| 9 | Desire for a better life | 0 |
| 8 | Instructors | 3 |
| 8 | Encouragement from employer or work mates | 2 |
| 8 | Get a better job | 0 |
| 7 | Work on goal | 0 |
| 7 | Own motivation | 2 |
| 7 | Availability of transportation | 2 |
| 7 | Desire for future job security | 0 |
| 7 | Contribute to family support | 0 |
| 6 | School's reputation | 0 |
| 6 | Transfer program to four year institution | 4 |
| 6 | Further education | 0 |
| 6 | Desire to succeed | 0 |
| 6 | Knowledge about school and programs | 0 |
| 6 | Find satisfying employment | 0 |
| 5 | Accreditation | 0 |
| 5 | Atmosphere of school | 0 |
| 5 | Displaced homemaker program | 0 |
| 5 | Tutoring services | 4 |
| 5 | Remedial/developmental courses | 6 |
| 5 | Intellectual stimulation | 3 |
| 5 | Become financially independent | 0 |
| 5 | Positive attitude toward life | 0 |

*Highest possible score = 36

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 5 | Good study habits | 0 |
| 5 | Friends attending or that attended school | 0 |
| 5 | Increase income | 0 |
| 5 | Current job | 0 |
| 5 | Interest in special field of work | 0 |
| 4 | Get a degree | 3 |
| 4 | Facilitate career change | 0 |
| 4 | Opportunities for social involvement | 2 |
| 4 | Opportunities for career exploration | 0 |
| 4 | Being more mature | 0 |
| 4 | Veteran's benefits running out | 0 |
| 4 | Enter a specific occupation | 0 |
| 4 | Employment experiences in field of interest | 0 |
| 3 | Desire to be a professional | 0 |
| 3 | Rebuild basic skills | 0 |
| 3 | Relatives attending or that attended school | 0 |
| 2 | Vocational rehabilitation services | 0 |
| 2 | Get off welfare | 0 |
| 2 | Have something meaningful to do | 0 |
| 2 | Doing something for self | 0 |
| 2 | Success in getting GED | 0 |
| 2 | Encounters with current or prior students | 0 |
| 2 | Adequate personal or family finances | 0 |
| 2 | Encouragement from students currently enrolled | 0 |
| 1 | Start own business | 0 |
| 1 | Doesn't mind studying | 0 |
| 1 | Ability to get along with people | 0 |
| 1 | Intellectual ability | 0 |
| 1 | Have sufficient income | 0 |
| 1 | Family financial support | 0 |
| 1 | Having a loan | 0 |
| 1 | Age of children | 0 |
| 1 | Instructor assistance | 0 |
| 1 | The challenge | 0 |
| 1 | The "right time" to return | 0 |
| 1 | Improve self image | 0 |
| 1 | God's will | 0 |
| 1 | Community mental health counseling services | 0 |
| 0 | Attractiveness of buildings | 0 |
| 0 | More freedom than high school | 0 |
| 0 | Size of school | 0 |
| 0 | High school counseling services | 0 |
| 0 | Extra help from instructors | 0 |
| 0 | Curiosity | 0 |
| 0 | Have a better future | 0 |
| 0 | Knowing what s/he wants out of life | 0 |
| 0 | Set example for children | 0 |

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 0 | Be able to do something well | 0 |
| 0 | Pretty women | 0 |
| 0 | Good comprehension | 0 |
| 0 | Occupational knowledge | 0 |
| 0 | Receiving unemployment funds | 0 |
| 0 | Employer financial assistance | 0 |
| 0 | Past training | 0 |
| 0 | Had many of the courses in high school | 0 |

Impeding Factors Listed in Order of Criticality
Based on ACC Counseling and Admissions Staff Ratings
(N = 9)

| Criticality Weighted Score* | Impeding Factors | Amenability Weighted Score* |
|---|---|---|
| 27 | Finances | 2 |
| 20 | Access to information on programs | 8 |
| 20 | Finding and meeting advisors | 6 |
| 20 | Time to do everything | 4 |
| 19 | Not knowing where to go for help | 11 |
| 18 | Not getting financial aid | 0 |
| 17 | Not having counseling | 12 |
| 16 | Low self-confidence | 7 |
| 15 | Not knowing what to expect | 4 |
| 14 | Insufficient time for counseling | 6 |
| 14 | Getting "the run around" during registration | 4 |
| 14 | Becoming confused during registration | 11 |
| 13 | Time required to secure financial aid | 2 |
| 12 | Scheduling classes around personal responsibilities | 0 |
| 11 | Insufficient supply of college catalogs | 10 |
| 11 | Being undecided about personal and program goals | 0 |
| 11 | Parking at school #1 | 3 |
| 11 | Work schedule | 0 |
| 10 | Access to school staff for information | 6 |
| 10 | Being out of school so long | 2 |
| 10 | Finding adequate study time | 5 |
| 10 | Caring for family | 0 |
| 9 | Limited personal/family income | 0 |
| 9 | Age | 0 |
| 9 | Self-doubts | 4 |
| 8 | Stress from work | 2 |
| 8 | Family conflict | 0 |
| 7 | Receiving conflicting information from advisors | 4 |
| 7 | Afraid of not being accepted into desired program | 4 |
| 7 | Afraid to compete with younger students | 0 |
| 7 | Program requirements different than expected | 3 |
| 6 | Indifference of staff | 3 |
| 6 | Becoming unemployed and losing income | 0 |
| 6 | Afraid of not being accepted by younger students | 0 |
| 6 | Finding/keeping a babysitter | 3 |
| 5 | Not having talked to anyone | 0 |
| 5 | Registration process long and complicated | 4 |
| 5 | Feeling of having done poorly on admissions tests | 2 |
| 5 | Inappropriateness of orientation program | 2 |

*Highest possible score = 36

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 5 | Math skills | 0 |
| 5 | Getting back into the routine of school | 5 |
| 5 | Forgot how to study | 3 |
| 5 | Doubt ability to do classwork | 2 |
| 5 | Fear of not being able to "keep up" | 2 |
| 5 | Time required to complete program on part-time basis | 0 |
| 5 | Transportation | 0 |
| 4 | Access to counselors during registration | 0 |
| 4 | Having to take admissions examinations | 0 |
| 4 | Having done poorly in high school | 0 |
| 4 | Difficulty concentrating | 0 |
| 4 | Anxiety over being capable of doing the work | 0 |
| 4 | Not being able to directly enter nursing program | 0 |
| 4 | Spouse's opposition or lack of support | 0 |
| 3 | English grammar, diagramming sentences | 0 |
| 3 | Being able to do homework | 0 |
| 3 | Having young children | 0 |
| 2 | Unfamiliar with buildings, room, staff, and procedures | 0 |
| 2 | Lack of career plan | 0 |
| 2 | Finding a place to study | 3 |
| 2 | Disinterest in prerequisite courses | 0 |
| 2 | Boring nature of introductory courses, lectures | 0 |
| 2 | Having child with learning disability | 0 |
| 1 | Not being ready to return to school | 0 |
| 1 | Getting the brain working again | 0 |
| 1 | Forcing self to learn again | 0 |
| 1 | Shock of going to school full time | 0 |
| 1 | Scared during registration | 0 |
| 1 | Being able to complete program in two years | 0 |
| 1 | Taking care of parent or sick children | 0 |
| 1 | Religious interests and activities | 0 |
| 0 | "Others seem to know what is going on" | 0 |
| 0 | Pessimism projected in nursing orientation | 0 |
| 0 | Personal one on one contact | 3 |
| 0 | Liaison encouragment between employers and school | 8 |
| 0 | Initial greetings by faculty and staff | 7 |
| 0 | English composition | 0 |
| 0 | Typing skills | 0 |
| 0 | Afraid of having forgotten so much | 0 |
| 0 | Attitudes and immaturity of younger students | 0 |
| 0 | Low energy | 0 |
| 0 | Lazy | 0 |
| 0 | Having additional classes recommended | 0 |

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 0 | Distance of home to school | 0 |
| 0 | Walk up and down hill at school #2 | 0 |
| 0 | Back injury | 0 |
| 0 | Gall bladder surgery | 0 |
| 0 | Was sick | 0 |
| 0 | Phlebitis | 0 |
| 0 | Nature of work responsibility | 0 |
| 0 | Having teenage children | 0 |
| 0 | Doing housework chores | 0 |
| 0 | Social interests and activities | 0 |
| 0 | Recreational interests and activities | 0 |

Facilitating Factors Listed in Order of Criticality
Based on SVCC Advisory Group Ratings
(N = 12)

| Criticality Weighted Score* | Facilitating Factors | Amenability Weighted Score* |
|---|---|---|
| 32 | Financial aid programs | 5 |
| 28 | Location of school | 0 |
| 25 | Promotion or advancement | 4 |
| 23 | Programs offered | 7 |
| 22 | Knowledge about school and programs | 0 |
| 21 | Program information | 6 |
| 20 | Become employed | 0 |
| 19 | Lower education costs | 0 |
| 19 | School's counseling services | 3 |
| 19 | Admissions staff | 0 |
| 19 | Improve job knowledge or skills | 3 |
| 18 | Information about school and programs | 21 |
| 18 | Financial aid counseling services | 2 |
| 18 | Instructor assistance | 4 |
| 18 | Desire to succeed | 0 |
| 18 | Facilitate career change | 2 |
| 18 | Personal determination | 0 |
| 18 | Immediate family encouragement | 1 |
| 17 | Desire for a better life | 2 |
| 17 | Relatives attending or that attended school | 0 |
| 17 | Friends attending or that attended school | 0 |
| 16 | Atmosphere of school | 2 |
| 16 | Academic advising (available during and after registration [L]) | 8 |
| 16 | Personal improvement | 0 |
| 16 | Become financially independent | 0 |
| 16 | Encounters with current or prior students | 0 |
| 16 | Get a better job | 0 |
| 15 | School's reputation | 0 |
| 15 | Admissions information | 8 |
| 15 | Have a better future | 0 |
| 15 | Increase income | 0 |
| 14 | Instructors | 0 |
| 14 | Opportunities for career explorations (awareness of aptitudes and abilities and alternatives [L]) | 2 |
| 13 | Registration process | 5 |
| 13 | Desire for future job security | 0 |
| 12 | Own motivation | 0 |
| 12 | Employer financial assistance | 2 |
| 12 | Currently laid off or unemployed | 0 |
| 10 | Newspaper releases about school and offerings | 0 |
| 10 | Further education | 3 |

*Highest possible score = 48

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 10 | Availability of transportation | 0 |
| 10 | Interest in special field of work | 0 |
| 9 | Extra help from instructors | 2 |
| 9 | Improve self-image | 0 |
| 9 | Adequate personal or family finances | 0 |
| 9 | Encouragement from employer or work mates | 0 |
| 9 | Current job | 2 |
| 8 | The "right time" to return | 0 |
| 7 | Remedial/developmental courses | 2 |
| 7 | Have something meaningful to do | 0 |
| 7 | Veteran's benefits running out | 0 |
| 7 | Find satisfying employment | 0 |
| 7 | Enter a specific occupation | 0 |
| 7 | Contribute to family support | 0 |
| 6 | Encouragement from students currently enrolled | 0 |
| 6 | Employment experiences in field of interest | 0 |
| 5 | Orientation program | 3 |
| 5 | Tutoring services | 2 |
| 5 | Get a degree | 0 |
| 5 | Desire to be a professional | 0 |
| 5 | Doing something for self | 0 |
| 5 | Start own business | 0 |
| 5 | Past work experience getting nowhere | 0 |
| 4 | Being more mature | 0 |
| 4 | Having a loan | 0 |
| 4 | Age of children | 0 |
| 3 | Knowing what s/he wants out of life | 0 |
| 3 | Get off welfare | 0 |
| 3 | Set example for children | 0 |
| 3 | Rebuild basic skills | 0 |
| 3 | Success in getting GED | 0 |
| 2 | Attractiveness of building | 0 |
| 2 | High school counseling services | 1 |
| 2 | The challenge | 0 |
| 2 | Be able to do something well | 0 |
| 2 | Opportunities for social involvement | 0 |
| 2 | Family financial support | 0 |
| 1 | Transfer program to four year institutions | 0 |
| 1 | Displaced homemaker program | 0 |
| 1 | College catalog | 0 |
| 1 | Vocational Rehabilitation services | 0 |
| 1 | Intellectual stimulations | 0 |
| 1 | Work on goal | 0 |
| 1 | Pretty women | 0 |
| 1 | Good comprehension | 0 |
| 0 | Accreditation | 0 |
| 0 | Size of school | 0 |

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 0 | More freedom than in high school | 0 |
| 0 | Community mental health counseling services | 0 |
| 0 | Curiosity | 0 |
| 0 | God's will | 0 |
| 0 | Positive attutide toward life | 0 |
| 0 | Doesn't mind studying | 0 |
| 0 | Ability to get along with people | 0 |
| 0 | Intellectual ability | 0 |
| 0 | Good study habits | 0 |
| 0 | Occupational knowledge | 0 |
| 0 | Have sufficient income | 0 |
| 0 | Receiving unemployment funds | 0 |
| 0 | Past training | 0 |
| 0 | Had many of the courses in high school | 0 |

Impeding Factors Listed in Order of Criticality
Based on SVCC Advisory Group Ratings
(N = 12)

| Criticality Weighted Score* | Impeding Factors | Amenability Weighted Score* |
|---|---|---|
| 38 | Low self confidence | 6 |
| 32 | Finances (costs) | 7 |
| 31 | Spouse's oppositions or lack of support | 0 |
| 30 | Not knowing what to expect (unknown) | 15 |
| 29 | Scheduling classes around personal responsibilities | 8 |
| 24 | Time to do everything (time mgt) | 9 |
| 22 | Work schedule | 2 |
| 22 | Not knowing where to go for help | 4 |
| 20 | Doubt ability to do classwork | 0 |
| 20 | Self doubts | 1 |
| 19 | Being able to complete program in two years | 0 |
| 18 | Lack of career plan | 8 |
| 17 | Getting "the run around" during registration | 6 |
| 16 | Not having talked to anyone | 2 |
| 16 | Being out of school so long | 0 |
| 15 | Having young children | 0 |
| 15 | Having done poorly in high school | 2 |
| 15 | Afraid to compete with younger students | 5 |
| 14 | Not getting financial aid | 0 |
| 14 | Limited personal/family income | 1 |
| 14 | Being undecided about personal and program goals | 3 |
| 14 | Becoming confused during registration | 8 |
| 13 | Registration process long and complicated | 2 |
| 13 | Getting back into the routine of school (study, discipline) | 4 |
| 13 | Age | 0 |
| 12 | Having to take admissions exams | 3 |
| 12 | Fear of not being able to "keep up" | 0 |
| 12 | Time required to complete program on part-time basis | 0 |
| 11 | Unfamiliar with buildings, rooms, staff, and procedures | 5 |
| 11 | Math skills (need for basics) | 6 |
| 11 | Anxiety over being capable of doing the work | 0 |
| 11 | Afraid of not being accepted by younger students | 2 |
| 11 | Family conflict | 3 |
| 10 | Not having counseling | 1 |
| 10 | Indifference of staff | 2 |

*Highest possible score = 48

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 10 | Finding and meeting advisors | 0 |
| 10 | Disinterest in (relevance of) prerequisite courses | 2 |
| 10 | Finding/keeping a babysitter | 2 |
| 9 | Access to counselors during registration | 2 |
| 9 | Time required to secure financial aid (financial aid info/concerns) | 9 |
| 9 | English compositions | 2 |
| 9 | Forgot how to study | 0 |
| 9 | Transportation (getting there) | 7 |
| 8 | Access to school staff for information | 3 |
| 8 | Insufficient time for counseling | 2 |
| 8 | Feeling of having done poorly on admission tests | 0 |
| 7 | Access to information on programs | 9 |
| 7 | Receiving conflicting information from advisors | 3 |
| 7 | Not being ready to return to school | 0 |
| 7 | Being able to do homework | 0 |
| 7 | Caring for family | 0 |
| 6 | Forcing self to learn again | 0 |
| 6 | Finding adequate study time | 0 |
| 6 | Program requirements different than expected | 1 |
| 5 | Becoming unemployed and losing income | 0 |
| 5 | Low energy | 0 |
| 5 | Boring nature of introductory courses, lectures | 0 |
| 5 | Not being able to directly enter nursing program | 0 |
| 4 | "Others seem to know what is going on" | 0 |
| 4 | Inappropriateness of orientation program | 1 |
| 4 | Scared during registration | 0 |
| 4 | Lazy | 0 |
| 4 | Nature of work responsibility | 0 |
| 3 | English grammar, diagramming sentences | 0 |
| 3 | Difficulty concentrating | 0 |
| 3 | Afraid of having forgotten so much | 0 |
| 3 | Religious interests and activities | 0 |
| 3 | Taking care of parent or sick children | 0 |
| 2 | Pessimism projected in nursing orientation | 0 |
| 2 | Finding a place to study | 0 |
| 2 | Having additional classes recommended | 0 |
| 2 | Was sick | 0 |
| 2 | Recreational interests and activities | 0 |
| 2 | Stress from work | 0 |
| 1 | Insufficient supply of college catalogs | 0 |
| 1 | Getting the brain working again | 0 |
| 1 | Shock of going to school full-time | 0 |

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 1 | Afraid of not being accepted into desired program | 0 |
| 1 | Attitude and immaturity of younger students | 0 |
| 1 | Walk up and down hill at school #2 | 0 |
| 1 | Back injury | 0 |
| 1 | Gall bladder surgery | 0 |
| 1 | Phlebitis | 0 |
| 1 | Having teenage children | 0 |
| 1 | Doing housework chores | 0 |
| 1 | Social interests and activities | 0 |
| 0 | Communications (L) | 1 |
| 0 | Distance of home to school | 2 |
| 0 | Parking at school #1 | 0 |
| 0 | Typing skills | 0 |
| 0 | Admissions execution (?) (L) | 3 |

Facilitating Factors Listed in Order of Criticality
Based on SVCC Counselor and Clerical Staff Ratings
(N = 17)

| Criticality Weighted Score* | Facilitating Factors | Amenability Weighted Score* |
|---|---|---|
| 43 | Lower education costs | 2 |
| 43 | Financial aid programs | 12 |
| 41 | Desire for better life | 41 |
| 36 | Immediate family encouragement | 2 |
| 35 | Improve job knowledge or skills | 10 |
| 32 | Programs offered | 8 |
| 31 | Have a better future | 0 |
| 31 | Desire for future job security | 0 |
| 31 | Currently laid off or unemployed | 0 |
| 29 | Promotion or advancement | 0 |
| 29 | Get a better job | 3 |
| 28 | Program information | 6 |
| 28 | Personal determination | 6 |
| 27 | Further education | 0 |
| 27 | Personal improvement | 2 |
| 25 | Location of school | 0 |
| 25 | School's counseling services | 6 |
| 24 | Financial aid counseling services | 8 |
| 23 | Become employed | 0 |
| 22 | Transfer program to four year institution | 4 |
| 22 | Desire to succeed | 0 |
| 22 | Friends attending or that attended school | 0 |
| 22 | Encouragement from employer or work mates | 0 |
| 20 | Admissions information | 17 |
| 20 | Age of children | 0 |
| 20 | Past work experience getting nowhere | 2 |
| 19 | Relatives attending or that attended school | 0 |
| 18 | Become financially independent | 0 |
| 18 | Adequate personal or family finances | 0 |
| 18 | Increase income | 0 |
| 17 | Atmosphere of school | 9 |
| 17 | Find satisfying employment | 3 |
| 15 | College catalog | 6 |
| 15 | Newspaper releases about school and offerings | 6 |
| 15 | Tutoring services | 4 |
| 15 | Get a degree | 2 |
| 15 | Own motivation | 2 |
| 15 | Encouragement from students currently enrolled | 0 |
| 14 | Information about school and programs | 0 |
| 14 | Instructor assistance | 4 |
| 14 | Rebuild basic skills | 7 |
| 14 | Knowledge about school and programs | 2 |
| 14 | Have sufficient income | 0 |
| 13 | Admissions staff | 2 |

*Highest possible score = 68

| Criticality Weighted Score | Facilitating Factors | Amenability Weighted Score |
|---|---|---|
| 13 | Improve self-image | 0 |
| 13 | Have something meaningful to do | 0 |
| 13 | Family financial support | 0 |
| 13 | Employer financial assistance | 0 |
| 13 | Availability of transportation | 0 |
| 12 | Academic advising | 2 |
| 11 | Instructors | 4 |
| 11 | Current job | 0 |
| 10 | Encounters with current or prior students | 0 |
| 9 | Accreditation | 0 |
| 9 | Extra help from instructors | 2 |
| 9 | The challenge | 0 |
| 9 | Success in getting GED | 0 |
| 9 | Enter a specific occupation | 0 |
| 8 | School's reputation | 0 |
| 8 | Registration process | 10 |
| 8 | The "right time" to return | 0 |
| 8 | Knowing what s/he wants out of life | 0 |
| 8 | Facilitate career change | 4 |
| 8 | Doing something for self | 0 |
| 7 | Vocational rehabilitation services | 0 |
| 7 | Start own business | 0 |
| 6 | Size of school | 0 |
| 6 | Remedial/developmental courses | 0 |
| 5 | Desire to be a professional | 0 |
| 5 | Veteran's benefits running out | 0 |
| 5 | Having a loan | 0 |
| 5 | Contribute to family support | 0 |
| 4 | More freedom than in high school | 0 |
| 4 | Work on goal | 0 |
| 4 | Receiving unemployment funds | 0 |
| 4 | Interest in special field of work | 0 |
| 3 | Positive attitude toward life | 4 |
| 3 | Intellectual ability | 0 |
| 3 | Occupational knowledge | 4 |
| 3 | Employment experiences in field of interest | 0 |
| 2 | Becoming more mature | 0 |
| 1 | Orientation program | 0 |
| 1 | Set example for children | 0 |
| 1 | Opportunities for career exploration | 0 |
| 1 | Past training | 0 |
| 1 | Had many of the courses in high school | 0 |
| 0 | Attractiveness of buildings | 0 |
| 0 | Displaced homemaker program | 0 |
| 0 | Community mental health counseling services | 0 |
| 0 | High school counseling | 0 |
| 0 | Intellectual stimulation | 0 |
| 0 | Curiosity | 0 |
| 0 | God's will | 0 |

| Criticality Weighted Score | Facilitating Factor | Amenability Weighted Score |
|---|---|---|
| 0 | Get off welfare | 0 |
| 0 | Be able to do something well | 0 |
| 0 | Opportunities for social involvement | 0 |
| 0 | Pretty women | 0 |
| 0 | Doesn't mind studying | 0 |
| 0 | Good comprehension | 0 |
| 0 | Good study habits | 0 |
| 0 | Ability to get along with people | 0 |

Impeding Factors Listed in Order of Criticality
Based on SVCC Counselor and Key Clerical Staff Ratings
(N = 17)

| Criticality Weighted Score* | Impeding Factors | Amenability Weighted Score* |
|---|---|---|
| 51 | Finances | 24 |
| 42 | Scheduling classes around personal responsibilities | 13 |
| 40 | Low self confidence | 11 |
| 34 | Becoming confused during registration | 30 |
| 34 | Limited personal/family income | 4 |
| 34 | Self-doubts | 9 |
| 31 | Caring for family | 0 |
| 31 | Time to do everything | 7 |
| 30 | Work schedule | 2 |
| 29 | Not knowing what to expect | 31 |
| 29 | Being out of school so long | 8 |
| 29 | Family conflict | 2 |
| 28 | Not knowing where to go for help | 22 |
| 26 | Fear of not being able to "keep up" | 9 |
| 25 | Finding/keeping a babysitter | 4 |
| 24 | Not getting financial aid | 10 |
| 24 | Age | 0 |
| 23 | Spouse's oppositions or lack of support | 2 |
| 22 | Lack of a career plan | 8 |
| 22 | Unfamiliar with buildings, rooms, staff, and procedures | 14 |
| 20 | Finding and meeting advisors | 12 |
| 20 | Being undecided about personal and program goals | 14 |
| 20 | Having done poorly in high school | 3 |
| 20 | Doubt ability to do classwork | 9 |
| 19 | Not having talked to anyone | 6 |
| 19 | Getting "the run around" during registration | 16 |
| 19 | Time required to secure financial aid | 0 |
| 19 | Having young children | 7 |
| 18 | Afraid of having forgotten so much | 0 |
| 16 | Getting back into the routine of school | 0 |
| 16 | Afraid of not being accepted by younger students | 4 |
| 15 | Not having counseling | 8 |
| 15 | Registration process long and complicated | 11 |
| 15 | Having to take admissions examinations | 7 |
| 15 | Program requirements different than expected | 7 |
| 14 | Transportation | 9 |
| 14 | Distance of home to school | 3 |
| 13 | Access to information on programs | 6 |
| 13 | Not being ready to return to school | 0 |
| 13 | Scared during registration | 4 |

*Highest possible score = 68

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 12 | Access to counselors during registration | 5 |
| 12 | Anxiety over being capable of doing the work | 3 |
| 11 | Receiving conflicting information from advisors | 6 |
| 11 | Afraid to compete with younger students | 3 |
| 11 | Stress from work | 0 |
| 10 | Indifference of staff | 4 |
| 10 | Math skills | 9 |
| 10 | Getting the brain working again | 0 |
| 9 | Feeling of having done poorly on admissions tests | 2 |
| 9 | Difficulty concentrating | 2 |
| 9 | Finding adequate study time | 0 |
| 8 | Access to school staff for information | 9 |
| 8 | "Others seem to know what is going on" | 3 |
| 8 | Becoming unemployed and losing income | 0 |
| 8 | Being able to do homework | 3 |
| 7 | English composition | 6 |
| 7 | Forcing self to learn again | 0 |
| 7 | Forgot how to study | 0 |
| 7 | Disinterest in prerequisite courses | 0 |
| 7 | Doing housework chores | 0 |
| 6 | Having additional classes recommended | 0 |
| 6 | Not being able to directly enter nursing program | 0 |
| 6 | Time required to complete program on part-time basis | 0 |
| 5 | Inappropriateness of orientation program | 4 |
| 5 | Insufficient supply of college catalogs | 2 |
| 4 | Nature of work responsibility | 0 |
| 4 | Taking care of parent or sick children | 0 |
| 3 | Insufficient time for counseling | 2 |
| 3 | Shock of going to school full time | 0 |
| 3 | Afraid of not being accepted into desired program | 0 |
| 2 | Lazy | 0 |
| 1 | English grammar, diagramming sentences | 2 |
| 0 | Pessimism projected in nursing orientation | 0 |
| 0 | Typing skills | 0 |
| 0 | Finding a place to study | 0 |
| 0 | Attitudes and immaturity of younger students | 0 |
| 0 | Low energy | 0 |
| 0 | Boring nature of introductory courses, lectures | 0 |
| 0 | Being able to complete program in two years | 0 |
| 0 | Parking at school #1 | 0 |
| 0 | Walk up and down hill at school #2 | 0 |
| 0 | Back injury | 0 |

| Criticality Weighted Score | Impeding Factors | Amenability Weighted Score |
|---|---|---|
| 0 | Gall bladder surgery | 0 |
| 0 | Was sick | 0 |
| 0 | Phlebitis | 0 |
| 0 | Having child with learning disability | 0 |
| 0 | Having teenage children | 0 |
| 0 | Social interest and activities | 0 |
| 0 | Religious interests and activities | 0 |
| 0 | Recreational interests and activities | 0 |

# APPENDIX J

## Instructions for Card Sorting to Collapse Impeding/Facilitating Factors

Instructions for Card Sorting to Collapse
Impeding/Facilitating Factors

1. Be sure to keep facilitating factors (blue cards) separate from impeding factors (yellow cards).

2. Individually sort either the facilitating or impeding cards into categories:
   - group factors which you think relate to the same concept;
   - pay close attention to wording of factors;
   - some cards won't "fit" into your categories and can be grouped as miscellaneous;
   - an (L) following a factor designates a label given by a rater as opposed to an adult generated factor name; and
   - use 16-20 categories as a guide for determining how specific categories should be.

3. On a sheet of paper, write an appropriate title for each category. Under each title, list the numbers of the factors you grouped into that category, i.e.,

   Employment related
   7, 45, 59, 52

   Financial circumstances
   1, 11, 28, 14

4. Sort the other deck into categories following the same instructions outlined under #2.

5. On a separate sheet of paper, list the category titles for this deck and factors composing each category as you did in #3.

6. Make sure your name is on each sheet of category listings.

1. Financial aid program

2. Lower education costs

3. School's counseling services

4. Programs offered

5. Location of school

6. Academic advising

7. Immediate family encouragement

8. Improve job knowledge or skills

9. Financial aid counseling services

10. Promotion or advancement

11. Desire for better life

12. Become employed

13. Admissions information

14. Desire for future job security

15. Personal improvement

16. Personal determination

17. Get a better job

18. Program information

19. Have a better future

20. Information about school and programs

21. Currently laid off or unemployed

22. Admissions staff

23. Desire to succeed

24. Become financially independent

25. Encouragement from employer or work mates

26. Own motivation

27. Knowledge about school and programs

28. Friends attending or that attended school

29. Further education

30. Increase income

31. Instructor assistance

32. Instructors

33. Find satisfying employment

34. Relatives attending or that attended school

35. Registration process

36. Adequate personal or family finances

37. Improve self-image

38. Past work experience getting nowhere

39. Atmosphere of school

40. Newspaper releases about school and offerings

41. Facilitate career change

42. Transfer program to four year institutions

43. Availability of transportation

44. Have something meaningful to do

45. Doing something for self

46. School's reputation

47. Enter a specific occupation

48. Extra help from instructors

49. Get a degree

50. Employer financial assistance

51. Encouragement from students currently enrolled

52. Opportunities for career exploration

53. Have sufficient income

54. Work on goal

55. Encounters with current or prior students

56. Age of children

57. Contribute to family support

58. Family financial support

59. Current job

60. Interest in special field of work

61. College catalog

62. Orientation program

63. Tutoring services

64. The "right time" to return

65. Rebuild basic skills

66. Remedial/developmental courses

67. Veteran's benefits running out

68. Knowing what s/he wants out of life

69. Desire to be a professional

70. Being more mature

71. Accreditation

72. Employment experiences in field of interest

73. The challenge

74. Opportunities for social involvement

75. Positive attitude toward life

76. Intellectual ability

77. Start own business

78. Vocational rehabilitation services

79. Intellectual stimulation

80. Success in getting GED

81. Displaced homemaker program

82. Get off welfare

83. Be able to do something well

84. Occupational knowledge

85. Having a loan

86. Good study habits

87. Receiving unemployment funds

88. Size of school

89. Curiosity

90. High school counseling services

91. Good comprehension

92. Past training

93. More freedom than in high school

94. Community mental health counseling services

95. Set example for children

96. Ability to get along with people

97. Attractiveness of buildings

98. Pretty women

99. God's will

100. Doesn't mind studying

101. Had many of the courses in high school

1. Finances

2. Low self-confidence

3. Not knowing what to expect

4. Scheduling classes around personal responsibilities

5. Not knowing where to go for help

6. Time to do everything

7. Work schedule

8. Self-doubts

9. Spouse's opposition or lack of support

10. Becoming confused during registration

11. Limited personal/family income

12. Family conflict

13. Doubt ability to do classwork

14. Not getting financial aid

15. Being out of school so long

16. Caring for family

17. Finding/keeping a babysitter

18. Being undecided about personal and program goals

19. Access to information on programs

20. Getting "the run around" during registration

21. Lack of career plan

22. Fear of not being able to "keep up"

23. Finding and meeting advisors

24. Having young children

25. Age

26. Registration process long and complicated

27. Afraid to compete with younger students

28. Time required to secure financial aid

29. Not having talked to anyone

30. Not having counseling

31. Afraid of not being accepted by younger students

32. Having done poorly in high school

33. Unfamiliar with buildings, room, staff, and procedures

34. Anxiety over being capable of doing the work

35. Transportation

36. Insufficient time for counseling

37. Math skills

38. Access to school staff for information

39. Having to take admissions examinations

40. Afraid of having forgotten so much

41. Indifference of staff

42. Getting back into the routine of school

43. Access to counselors during registration

44. Not being ready to return to school

45. Stress from work

46. Finding adequate study time

47. Forgot how to study

48. Program requirements different than expected

49. Time required to complete program on part-time basis

50. Receiving conflicting information from advisors

51. Being able to do homework

52. Nature of work responsibility

53. Feeling of having done poorly on admissions tests

54. Distance of home to school

55. Difficulty concentrating

56. English composition

57. Afraid of not being accepted into desired program

58. Being able to complete program in two years

59. Becoming unemployed and losing income

60. Scared during registration

61. Disinterest in prerequisite courses

62. Insufficient supply of college catalogs

63. Getting the brain working again

64. Taking care of parent or sick children

65. Inappropriateness of orientation program

66. Forcing self to learn again

67. Not being able to directly enter nursing program

68. Shock of going to school full time

69. Parking at school #1

70. "Others seem to know what is going on"

71. Having additional classes recommended

72. English grammar, diagramming sentences

73. Attitude and immaturity of younger students

74. Lazy

75. Doing housework chores

76. Having teenage children

77. Boring nature of introductory courses, lectures

78. Was sick

79. Having a child with learning diability

80. Finding a place to study

61. Low energy

82. Social interests and activities

83. Religious interests and activities

84. Pessimism projected in nursing orientation

85. Recreational interests and activities

86. Phlebitis

87. Walk up and down hill at school #2

88. Back injury

89. Gall bladder surgery

90. Personal one to one contact (L)

91. Liaison encouragement between employees and school (L)

92. Initial greeting by faculty and staff (L)

93. Typing skills